

**STUDENTS' CHALLENGES ON DESCRIPTIVE PARAGRAPH WRITING
AT A PRIVATE UNIVERSITY IN INDONESIA**

A Thesis

Submitted as Partial Fulfillment of the Requirements
for Getting *Sarjana Pendidikan* Degree of English Language Education Study Program



By

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English Language Education Study Program

Faculty of Teacher Training and Education

La Tansa Mashiro University

2024

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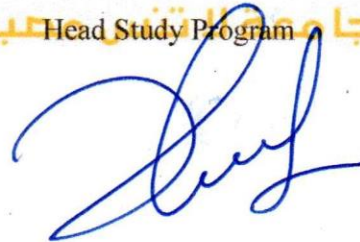
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Rangkasbitung, 23 December 2024

The Writer,



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MOTTO

حَسْبُنَا اللَّهُ وَنِعْمَ الْوَكِيلُ نِعْمَ الْمَوْلَى وَنِعْمَ النَّصِيرُ

“Allah Alone is Sufficient for us, and the best disposer of affairs for us”

(Q.S Al-Imran 3: 173)

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا

“So verily, with the hardship, there is relief. Verily, with the hardship, there is relief.”

(Q.S Al-Insyirah, 94: 5-6)

الْعِلْمُ بِلا عَمَلٍ كَالشَّجَرِ بِلا ثَمَرٍ

“Knowledge without practice is like trees without fruits”

DEDICATION

Gratefully and thankfully, I dedicate this thesis to:

1. My eternal love, ALLAH SWT, gives me the breath of life till this time and always protects me with all this Greatness.
2. My beloved parents; my father and my mother, thank for your advice, love, prayer, and support, for always encouraging me to finish my study.
3. My beautiful younger and handsome younger, thank you for your love and prayer
4. My supervisor, Ms Siti Hanna Sumedi, and Mrs Reni gives me support, input, and advice to help me in the process this thesis. Thank you very much, Ma'am.
5. My love grandmother, Thank you for any sacrifices for me and your extraordinary knowledge of life, you are everything, I can for finishing this thesis nek. Only I can pray for you now.
6. My big family: all of my family, thank you for giving me motivation and support for more focus to complete this thesis
7. My big family of Bani Tamim, thank you so much for your very extraordinary support for me and you're second home for myself
8. My lovely friends, Amanda, Caca, Awanda, Ghita and Bcd group, Plp group, Tl group, P2k19 group, Slbw group, Hrn generation, Pbi 2020 and all who always give support, I just wanna say thank you guys, I can get through these extraordinary times.
9. My best partner thesis, Alifia, Indri, Sonia, and Fawaz thank you for the discuss and sharing time guys it makes me happy
10. My special boy Yu5r0n M411k, thank you so much for supporting and accompanying me in this process.
11. My loved self, thank you for all your hard work and enthusiasm so that you never give up on completing this thesis. This is not an easy and short process for you, but look, you've gotten through it and made peace with it all. Congratulations, Elis!

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Finally. I am sure this thesis is still far from perfect, but it is hoped that it will be useful and contribute to the English language teaching process, especially in teaching descriptive paragraph writing. Therefore, I appreciate all criticism, ideas, and suggestions for the progress of this thesis.

Rangkasbitung, 23 December 2024

Elis Amaliah Risqiana

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LIST OF KEY TERMS & ABBREVIATIONS

LC	: Linguistic Competence
VM	: Vocabulary Mastery
GP	: Grammar Proficiency
MW	: Mechanics Writing
DC	: Discourse Competence
CP	: Coherent Paragraph
COP	: Cohesive Paragraph
DP	: Developing Paragraph
UA	: Unfamiliar of Adverb
UAV	: Unfamiliar of Active Voice
UC	: Unfamiliar of Conjunction
IUS	: Inability Using Spelling
IWBS	: Inability Writing Body Sentence
IWCC	: Inability Writing Coherent and Cohesive

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ABSTRACT

This study aimed to investigate students' challenges on descriptive paragraph writing at a private university in Indonesia. This study applied qualitative research methods especially case study design. The data were collected from documentation and semi-structured interviews. The participants of this study were students of university in the third semester. The interview and documentation data were analyzed using the data analysis procedure proposed by Miles, Huberman and Saldana (2018). The aspects related to students' challenges on descriptive paragraph writing at a private university were linguistic competencies and discourse competencies. Based on the findings of this study, students' challenges on descriptive paragraphs were particularly caused by the difficulty of linguistic challenges, especially in terms of grammar proficiency and the least were insufficient in understanding of vocabulary and mechanics writing. Meanwhile, the result of discourse competence analysis showed that students' unable to write coherent and cohesive descriptive paragraph. Therefore, understanding the challenges experienced by the students in writings descriptive paragraphs is the essential way to avoid writing issues and advance the students ability in writing descriptive paragraphs.

Keywords: Students' writing challenges, Descriptive Paragraph, Case study

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the significant skills of English language learning. Nevertheless, writing is a challenging task if a person is trying to wrestle with language and new ideas how to think of some ideas. Writing can be an exhausting task since it requires a lot of thinking activities. Correspondingly, writing is easier as learners can develop writing projects with improved self-reflection while writing (Taylor, 2009). Writing is a skill as foundational or basic in language learning. Accordingly, it is logical that the significance of teaching writing skills to EFL students includes the enhancement and development of language, learning styles, and writing ability (Harmer, 2004). Likewise, students need to be aware of the importance of writing and visualizing thoughts, feelings, and ideas through writing to convey certain meanings.

Furthermore, students need to be clear while writing especially with the aim of writing. According to Bailey (2018), the most typical purposes of writing are to report on research the author has done, answer a question given or chosen by the writer, discuss a topic of common interest and provide the author's idea, and synthesize research conducted by others on a topic. Moreover, the benefits of writing impacts student's writing proficiency to use language appropriately and effectively. Generally, the skill involved in writing includes the ability to conceptualize, revise, consult, edit, proofread, publish using a device, and form well-structured accurate sentences in legible handwriting (Hyland, 2015).

Therefore, students can understand the essence of writing and thus get benefits from writing activity as a whole.

A good student in writing follows certain stages to make their writing clear and accurate. They gather, organize, and develop ideas, write drafts, and revise each draft. Thus, a proper student in writing looks for unity, coherence, and grammatical rules (Savege & Shafiei, 2007). Therefore, students not only focus on accurate writing, but also should focus on every aspect of writing in terms of unity, coherence and grammatical rules to ensure that their writing is well organized and easy to understand. A well-organized writing shows the connection between what is written and what is to be written, using grammar to organize diverse ideas into a coherent unity (Taylor, 2009). Hence, writing must follow a structure that includes a general idea in a unified sentence, supporting sentence, and examples and also followed by grammatical rules to make the writing more effective. According to Brown (2004), the categories of achievements for improving proper writing skills are organization, logical development of ideas, grammar, punctuation, spelling, mechanics, style, and finally the quality of expression, this can lead to the genres of writing. Correspondingly, writing also has several genres in terms of text based on its purpose, form, and style.

Descriptive text is one of the genres in writing, descriptive text is a kind of text which is used to describe a specific thing or object. Then, descriptive text is also composed of identification and description. Identification is a process of how to describe a participant such as people, objects, places, animals, and events. Then, description is a process of how to describe a participant such as features,

demonstration, individuality, habit, and qualities (Knapp & Watkins, 2005). Meanwhile, a paragraph is a group of sentences consist of a main topic or idea that deescribe the author's central idea and most significant idea about a topic (Zemach & Rumisek, 2006). The paragraph is the basic unit of composition and a group of sentences that develop one central idea, every sentence in a paragraph helps the development of the topic sentence. Therefore, a descriptive paragraph explains how someone or something looks or feels toward things. According to Zemach & Rumisek (2006), descriptive paragraph are the basic building blocks of paragraph writing and well-structured paragraph allow the reader to understand the topic more easily by dividing it up into appropriate sections. As a result, the students can describe anything according to their understanding and develop their creativity in writing, especially in descriptive paragraph.

In the matter of paragraph writing, students limited knowledge of the grammar use. According to Bachtiar (2023), the kind of mistake that the students make in writing paragraphs are classified as omission errors, addition errors, information errors, and sequencing errors. Likewise, students are limited in mastering the use of the simple present tense in a paragraph writing course written by students in English education. Meanwhile, other study conducted by Pratiwi (2024) about the causal relationship between EFL students' self-efficacy and EFL students' writing showed that the lack of confidence of affects their writing ability, especially in grammar, vocabulary, or proper word forms. Therefore, the difficulties that students face in writing class are the characteristics of writing and self-confidence of the students.

Regarding the challenges of writing in descriptive text, several studies have investigated the international context of the problem faced by second-semester EFL students by the causes of unity errors in descriptive paragraph at King Khalid University. As claimed by Ahmed et al. (2024), EFL students in Saudi Arabia have problems in writing descriptive paragraph using in terms of sentence units. The study showed that most students do not construct a cohesive descriptive paragraph. Then, the study attributed the difficulties to a variety of causes, including EFL University learners' mother tongue interpretations in the target language writing, deficiency in writing practice, and inadequate feedback. As a result, it is shown that most students failed to organize coherent sentences that in writing, and the unity of students descriptive paragraph writing is deficient. In addition, the investigation of implementing the process writing approach to teach paragraph writing at Birzeit University conducted by Abed (2024), showed the students have problems with paragraph development as students do not organize their ideas and cannot write a good paragraph and coherent structure in writing specifically in terms of mechanics and punctuation. As a result, students have difficulties in concepting, structuring, writing, and developing well-structured paragraph.

In the case of the research setting through preliminary observation, there are issues of descriptive paragraph writing at a private university in Indonesia. The researcher found several issues in English paragraph writing such as, students are unable to master certain aspects of paragraph writing, style, movement organization/rhetorical, and fluency. As a result, most students are unable to engage in genre-based language pedagogy. Therefore, students are become incompetent

writers at the paragraph level. This course aims to prepare students with the skill to write paragraphs and organize them into one coherent paragraph, focusing on ensuring students can compose a paragraph consisting of coherent topic sentences, supporting sentences, and closing sentences. In terms of teaching, the lecturer is shown a picture to be discussed the types and features of paragraph also the purpose and characteristics of topic sentences of paragraph. However, students cannot write a descriptive paragraph writing that is appropriate, clear, coherent, and effective. Besides, students are dependent on using any technological translation devices one of which is google translate in descriptive paragraph writing activities. Likewise, it can be concluded that this study is feasible for further investigation. Therefore, this study focused on students' challenges in writing descriptive paragraphs at one of private universities in Indonesia.

1.2 Identification of the Problem

Based on the background above, the researcher identifies the issue of writing descriptive paragraph as follows:

1. Students are unable to master certain aspects of descriptive paragraph writing, such as style, movement organization/rhetorical, and fluency.
2. Students are unable to engage in genre-based language pedagogy.
3. Students cannot write a descriptive paragraph writing that is appropriate, clear, coherent, and effective.
4. Students are dependent using on technology specifically google translate while writing descriptive paragraph.

1.3 Limitation of the Problem

Based on the identification of problem, the researcher only focused on investigating students' challenges of descriptive paragraph writing at a private university in Indonesia.

1.4 Formulation of the Problem

Considering the background of the problems, the researcher focused on discussing what are students' challenges of descriptive paragraph writing at a private university in Indonesia?

1.5 Objectives of the Study

Based on the formulation of the problem above, the objective of the study was to investigate students' challenges of descriptive paragraph writing at a private university in Indonesia.

1.6 Significance of the Study

The result of this study provides useful information in the matter of theoretical and practical aspects for:

1. English Teacher

The result of this study aims for teachers can gain more insightful knowledge about the writing topic of writing, especially descriptive paragraph writing. Furthermore, the result also can be used to teach the material of descriptive paragraph clearly so that it can be easily understood in learning descriptive paragraph writing.

2. University Students

The result of this study aims for students to increase awareness of how to write well-structured paragraph, especially in writing descriptive paragraph. Furthermore, the result of this study can be useful for university students to develop ideas in a piece of writing to make a meaningful unity in the writing descriptive paragraph.

3. Further Researchers

The result of this study aims for further researchers to raise interest in the writing topic especially descriptive paragraph writing in a writing course. Furthermore, the result of this study can be useful for further researchers to extend the context of writing specifically in descriptive paragraph writing.

CHAPTER II

LITERATURE REVIEW

2.1 The Notion of Writing

Writing is a challenging skill for English Foreign Language learners (EFL). Writing is a skill that becomes an element of the English teaching. In writing, students must acquire other knowledge as a part of writing skills such as vocabulary, grammar, and spelling (Harmer, 2004). Writing is a central skill of higher education, compared to other abilities like reading, speaking, and listening. The challenge occurs when the language can be taught such as a first or second language (Alghamdy, 2023). Writing is the process or activity of combining graphic symbols, such as letters into expressive words, sentences, paragraph, and so on (Muthoharoh & Anita, 2018). Writing is a challenging activity in developing a word or sentence. In addition, most people notice writing as an extraordinarily difficult task when they are trying to express new words in their language, knowledge of new ideas, and new ways so it becomes an excruciating experience (Taylor, 2009). Likewise, it is emphasized that writing does not occur automatically or suddenly, writing is not a natural activity, but it comes through a cognitive endeavor and practice (Nunan, 2015). Therefore, writing is related to crucial in communication and English productive skills. In other words, one of the essential language skills is approved in the highest regulated judgment, especially to measure the academic achievement of the learners' awareness and writing mastery.

Furthermore, writing as an effective skill performance is an imperative act. There are three main purposes of writing. According to Grenville (2001), writing

has three general purposes: writing to entertain, writing to inform, and writing to persuade. Likewise, writing is not only an exercise in clarity and precision, but it also involves responding to specific communicative situations. There is no identifying feature that can be a universal marker of good writing because good writing always varies contextually. Writers always draw on their knowledge by reading to develop their writing as writers realize that different forms of writing express different relationships and meanings. Moreover, the writing process will create students who do something respectful with one another, the students focus their attention on reading a book and students can do more than read. This process will continue along with the understanding of text and context. In this matter, students are trained to create their abilities and capabilities in real terms. As indicated by Harmer (2004), the writing process has four points: planning, drafting, editing, and final versions.

In the writing process, every writer tries to plan what to write, check what is written, and revise it before submitting that all needs to happen with precision and more care in a writing activity. According to Brandon & Brandon (2010), every assignment has different directions based on the type of topic, sources of ideas, time available, writing conditions, and purpose. The writing process consists of strategies that can help writers move from the goal or main idea to the final developed paragraph. The strategy can be divided into prewriting techniques and other stages of writing, by using prewriting, exploring, gathering information, and developing to organize the writing support. It is a primary thought process that writers use in complex ways during the writing activity.

2.2 Challenges of Writing

Writing is one of the crucial skills in English language learning, every writer has challenges and barriers to express and developing ideas. According to Hyland (2003), there are two aspects of challenges in writing, such as Linguistic Competence and Discourse Competence. In addition, the researcher will describe in detail the aspects, as follows:

1. Linguistic Competence

Linguistic competence refers to rules of word formation, vocabulary (lexicon), pronunciation (phonology), and sentence formation (syntax). Accordingly, linguistic competence is the system that involves sounds, structures, meaning, words, and rules for structuring a language (Hyland, 2008). In a writing context, linguistic competence specifies an individual's knowledge and ability to use language appropriately in a written communicative condition. Writing is a part of linguistic performance that includes the formation of linguistic competence for word, vocabulary, and sentence formation. Regarding to writing, linguistic competence is related to the use of language formed from words, vocabulary, and sentence formation through an expression of feelings, thoughts, opinions, ideas, and facts to do written discussion. Linguistic competence is highly related to the adequate use of written language to achieve complete, precise, and effective writing (Swick, 2009). Correspondingly, writers must be proficient in linguistic knowledge to appropriately convey their expression and interpretation of thoughts and ideas to readers appropriately, clearly, and effectively. Furthermore, linguistic competence in writing covers

the mastery of vocabulary, the understanding of grammar, and acknowledgment of mechanics of writing. In terms of vocabulary mastery, a writer needs to be skilled in encountering vocabulary as it is an important element for effective written communication through writing. In further, the understanding of grammar, rules of language, lead the writer to constructively convey the communicative purpose in the form of writing to reader meaningfully. Moreover, the ability to acknowledge mechanics of writing properly is needed aims to maintain accuracy and quality of a writing.

However, there are challenges of writer in terms of linguistic competence elaborated by Hyland (2003) categorically concerning vocabulary mastery, grammar proficiency, and mechanics of writing competency, as follows:

a) Vocabulary Mastery

In terms of vocabulary mastery, EFL writers will not acquire the target language proficiency, either because they "fossilize" at a particular point or because they reach a level of competence that allows them to communicate to their satisfaction. This is mostly due to the vocabulary mastery aspects affect how well a writer writes in a second language. In writing, EFL writers need to master vocabulary in order to be able to write correctly and appropriately. Conversely, an immediately obvious factor that distinguishes many EFL writers is the difficulty they have in adequately expressing themselves in English due to a lack of vocabulary mastery. These writers commonly have a different linguistic competence in terms of vocabulary mastery base than native English speakers. So, while most EFL writers have

a vocabulary of several thousand words and an intuitive ability to handle the grammar of the language when they begin to write in their native language, EFL writers also often carry the burden of learning to write English at the same time. Accordingly, EFL writers will have difficulty with vocabulary and word choice issues.

b) Grammar Proficiency

In terms of grammar proficiency, EFL writers generally identify language difficulties, particularly incompetence of grammar and inadequate grasp of grammar, as their main problems with writing and frequently express their frustrations at being unable to convey their ideas in appropriate and correct English language. In this matter, if the EFL writers feel they have good ideas, but lack the linguistic competence especially incompetence of grammar to convey those in English language writing then the good ideas mean nothing. Specifically, the problems around grammar proficiency of EFL writers include inappropriate use of verbs, inaccuracy of subject-verb agreement, misplacing modifiers and participles.

c) Mechanics of writing Competency

In terms of mechanics of writing competency, this challenge has a considerable impact on how EFL writers write, their responses to written sources or contexts, and their writing performance. Likewise, ELF writers who possess incompetency in the mechanics of writing will face difficulty in composing, creating, and developing an accurate, complete, and clear written form of communication through writing. Consequently, this issue

will lead EFL writers to be unable to deliver their feelings, thoughts, opinions, and ideas in a written form accurately. Likewise, if the writing is not clear and consistent due to issue in mechanics of writing, it will make readers misunderstand the actual and precise meaning or purpose that the EFL writers want to deliver. Pointedly, the incompetency of mechanics of writing on EFL writers evolves around inappropriate use of spelling (misspelling), inappropriate use of capitalization, and improper use of punctuation.

2. Discourse Competence

Discourse competence refers to an understanding of genre along with the rhetorical devices. Regarding its essential, discourse competence is an element that significantly important for communicative competence. In writing, discourse competence assigns to the central of writing as it means to dominate the linguistic features and semantic roles in written or textual form (Hyland, 2008). Likewise, discourse competence is important in constructing a clear, correspond, and coherent discourse within a particular textual source in a form of text. Furthermore, discourse competence is considerable for a clear, appropriate, and effective communication through its essential role of coherence and cohesion for overall flow of written form of language. In writing, the role of coherence and cohesion are necessary to construct and develop a clear and effective writing for reader. Coherence and cohesion are two essential parts of writing that lead writer to be consistent with their purpose of writing from the very beginning of the sentence to finally understood by

reader (Wang & Xie, 2022). Therefore, the function of coherence and cohesion within discourse competence play core components that are mutually relevant and connected. Moreover, discourse competence in writing including ability of constructing coherence text and capability of developing cohesive text. In the matter of ability of constructing coherence text, writer must be skillful in establishing coherence text as a mean to create meaningful text in which the clarity and appropriateness of the idea is effectively conveyed to reader. Besides, the writer must be able to develop text which is textually cohesive, clear, fluent, and effective text in which embodying the unity of structural elements of text.

Nevertheless, the importance of discourse competence is challenging for writers especially for EFL writers. According to Hyland (2003), EFL writers face considerable challenges of discourse competence in terms of ability of constructing coherence text and capability of developing cohesive text, as follows:

a) Constructing coherence text

In terms of constructing coherence text, EFL writers struggling to construct a logical and consistent interrelation of ideas. Consequently, coherence of the text is unachieved due to the unorganized structure of ideas, unclear connection between ideas and concepts, absent or inadequate use of relational and referential coherence. Furthermore, EFL writers also have challenge in constructing two kinds of coherence; local and global level. In local coherence, EFL writers frequently face

difficulty in coherence at paragraph level that leads to uncertain connection of information among sentences. On the other hand, global coherence challenge for EFL writers lies on the difficulty of dealing with the overall conceptual and idea of writing and inability of conveying the rhetorical system of language for communicative purpose through writing. Specifically, those challenges relate to challenges around inappropriately use of transitional phrases, inconsistency use of tenses, irrelevancy of contextual factors, and improper choice of particular linguistic features.

b) Developing cohesive text

In terms of developing cohesive text, the cohesion of a text principally is achieved through cohesive devices that contribute to the unity of grammatical, lexical, and conjunctive cohesion. However, EFL writers are distressing over the cohesive devices that lead them to be unable to classify information in a paragraph, especially the structure and organization of the paragraph. Lack of organization in the structure of paragraphs: topic sentences, supporting sentences, and concluding sentences excel EFL writers to write unstructured paragraphs. Consequently, a paragraph in which unstructured remains less cohesive, less fluent, and boasts writing errors. Respectively, the inability of EFL writers to develop coherent text relies on the disunity of structural elements such as frequent use of repeated words or ideas, inappropriate

use of linking words, and inadequate use of cohesive nouns, references, and substitution.

Based on the explanation above, the two factors of discourse competence lead to the issues regarding developing paragraph. According to Hyland (2003), the developing paragraph of main idea is one the things that should be considered carefully by a writer, through the developing idea and the potency writers to procedure a text or writing can be well illustrated, this is also supported by the theory. Thus, developing paragraph of the main idea requires the ability to determine coherent and cohesive paragraph. Specifically, developing paragraph the essence of pouring complete thoughts in a piece of writing, a full and systematic writing is basically built by sentences and well-structured paragraph. In this study, the researcher focused on using three sub aspects of discourse competence to analyze students' challenges in descriptive paragraph writing.

2.2 The Notion of Descriptive Paragraph

Descriptive paragraphs are paragraphs that describe the characteristics of a thing, place, or someone. The descriptive paragraph can describe a human, location, or object in a manner that allows the audience to imagine it, descriptive paragraph is also an English text to describe a creature that we are describing either in terms of appearance or texture (Knapp & Watkins, 2005). The descriptive paragraph adds an important element to our journey, as it drives our emotions and expands our experience by directing us to areas, students probably don't know a lot about. A descriptive paragraph is a kind of writing that explains an appearance, a behavior,

or a habitat. Hence, the reader seems to sense circumstances in writing. In a larger context, the visual experience of the view, a sound, and a feel of things of description (Knapp & Watkins, 2005). While primarily a focus on visual experience description also relates to other types of perception.

The descriptive paragraphs also have two common structures to create an excellent text which are identification and description. Identification identifies the specific phenomenon or thing to be explained and is normally found at the beginning of the paragraph. Next structure description, this section aims to explain how alike and their characteristics are described. As a whole, in general, what a criterion depiction of the text type of part the object, quality object or the characteristics and habit (Mayekti et al., 2022). It can be emphasized that the description is writing that always has a specific person, place, or item. A descriptive paragraph can be used to complement other kinds of writing or as a realm strategy to develop a picture of what something is like. This technique aims to trigger all the senses by identifying the important characteristics of the subject and organizing those features in an appropriate pattern. When describing something, it is useful to catch details, clear and specific information should be selected so the reader can see what the writer saw. Detail can understand why the subject is interesting and meaningful. Additionally, Knapp & Watkins (2005) emphasized the characteristics of descriptive paragraphs are categorized into three different forms such as, descriptive paragraph using the presence tense, descriptive paragraph using various kinds of adjectives, descriptive paragraphs using classifying verbs to provide information, and descriptive paragraph using adverbs to provide more clear of

descriptions. Furthermore, the descriptive paragraph utilizes the present tense, for example: work, drink, play, and take. The descriptive paragraph utilizes different types of adjectives which are, describe, number, and classify, for example: five beautiful girls and fairly tall. The descriptive paragraph utilizes verbs of delivery to give information about the subject, for example: very big bag and happy. The descriptive paragraph utilizes adverbs to add extra information to verbs and provide more detailed descriptions, for example: turtles swim slowly and they can think clearly. It can be concluded that descriptive paragraph is a group of sentences that are combined to explain one topic to make a paragraph writing.

Moreover, the structure paragraph is a fundamental organization in writing skills. In conformity, Zemach & Rumisek (2006) stated a paragraph is a collection of sentences that are joined with each other to explain a single topic. Moreover, structure of paragraph has three stages such as topic sentences, supporting sentences, and concluding sentences. As follows:

a) Topic Sentences

The topic sentence or central idea of a paragraph is normally placed in the first sentence of the paragraph, the paragraph will primarily talk about this sentence. The sentences in the central idea should be the most common one of sentences.

b) Supporting Sentences

The supporting sentences is to elaborate on the topic sentence, they need to be more specific and should be on the same topic as the central idea.

c) Concluding Sentences

The concluding sentences are typically in the final sentences. It is a repetition of the central idea or the last comment on the topic to reinforce the purpose of the paragraph.

2.3 Writing in Higher Education

According to the University curriculum, teaching writing at university consists of several types namely English paragraph writing, English essay writing, academic writing, critical writing, and creative writing. The teaching of English paragraph writing occurs in the first semester, to develop students' basic writing skills and express their ideas in English. This course aims to prepare students with the skills of writing paragraph and organizing them into a coherent whole, this course focuses on providing students with the ability to compose paragraph that consist of topic sentences, supporting sentences, and coherent concluding sentences (Brandon & Brandon, 2010). This course also provides students with the knowledge to master particular aspects of paragraph writing, such as style, movement, organization/rhetoric, and fluency. By using genre-based language pedagogy, this course helps students to be competent writers at paragraph level. Implemented this course by applying task-based learning and team-based learning models. Thus, the methods used are discussion, question, answer, and assignment. Assessment is done through individual, group assignments, and written exams, conducted this learning face-to-face. According to Zemach & Rumisek (2006), the material covered includes an introduction to the paragraph, the types, features, structure, topic

sentence, supporting sentence, concluding sentence, and paragraph writing joint construction.

2.4 Review of Relevant Studies

The researcher reviewed six relevant studies related to this research. First, a study by Samtesa (2019) entitled “*Content Analysis of English Departement Students’ Paragraph Writing*” at University Negeri Surabaya. The research explores the construction of sentence structure, topic, supporting, and concluding sentence to know the unity of the paragraph writing. The analysis employed qualitative research and collected data is an interview. The data analysis procedure using content analysis design. This analysis explains the students’ development of the structure of sentences to establish the unity of paragraph writing. The object of this study was the English department and second-semester students’ paragraph writing at University of Negeri Surabaya. The students do not recognize the guidelines paragraph for writing paragraphs, and the students do not aware of the rules of paragraph writing such as, a topic sentence, supporting sentences, and concluding sentences are irrelevant one another which makes the paragraph leads not to unity. The result of this analysis showed that students were still having a hard time writing paragraphs, they failed to compose a dependent clause in self-contained.

Second, a study by Sudrajats (2022) entitled “*Grammatical Errors on Paragraph Writing Made by the Students*” at Kutai Kartanegara University. The research explores cause errors on grammar in constructing paragraph writing of college students. This study used a descriptive qualitative method, the researchers

used paragraph writing test to collect data. The data analysis procedure using data reduction, data display, and conclusion drawing/verification. The participants were 35 students in the first semester of English education department of Kutai Kartanegara University. The researcher showed type of errors on grammar in constructing paragraph writing made by first students were: omission errors, addition errors, misformation errors, and misordering errors. From all types of errors, the researchers found misformation errors is dominated in grammatical errors. The characteristics of the students' constructing nouns, verbs, adjectives, adverbs, conjunctions, and tenses. From all the characteristics the researchers found failed to form the correct tenses in proper context. The researchers found two statements can be formulated first, students limited applied generalization rules of grammar items in constructing paragraph writing. Second, students are having difficulties in applying rules of grammar items such as nouns, verbs, adjectives, adverbs, conjunctions, and tenses. The result of this study students found difficulty in constructing paragraph writing because of grammatical errors experienced by the students.

Third, a study by Yuhariah (2022) entitled "*Student's Problem in Writing Unity of Paragraph*" at Muhammadiyah Bengkulu University. The research explores factors that cause errors the unity the paragraph in English education program at Muhammadiyah university. The investigation used descriptive qualitative method and the data collection used asking and classified students. The data analysis procedure using descriptive analysis. The participants consist 28 students 30 in fourth semester of English Education Program. In this study, the students had

problem in writing unity of paragraph in English education program at Muhammadiyah University of Bengkulu still poor in write: the use of Transition Signal (TS), Supporting Sentences (SS), and Concluding Sentences (CS). The researcher found student's problems in writing unity of the paragraph on three different topics (My Campus UMB, My House, and To be a Good Teacher. The identify of the problem in writing unity of paragraph such as transition signal (TS) student's lack of practice in exploring students' insights and knowledge in writing, supporting sentences (SS) student's lack of facts and less developed ideas in data provided by students for writing topic, and last concluding sentences (SC) students not explaining the overall paragraph. The result of this study, reveal the student's problem in writing unity of paragraph in English education rogram at Muhammadiyah University of Bengkulu is still poor in writing, and limited to developing ideas.

Fourth, a study by Siddiqui et al., (2023) entitled "*Paragraph Organization Errors in the Writing of Pakistani College-Going Students: An Error Analysis Study*" at Sukkur IBA Pakistan University. This research used qualitative method and the collected data used corpus examined and interview. The data analysis procedure using thematic analysis. The research explores factors that cause errors in the paragraph of college students. The participants are 20 college students learning English in a second semester between the age of 16 and 20 years old. The corpus examined in the student writing samples was assigned to write a paragraph with a topic, students chose a topic were assigned to compose a paragraph, students choose the topic of a common nature and familiar by subject matter to help students

be able to express their ideas clearly and easily, and an approach used specify is how to compose topic sentences, supporting sentences, last concluding sentences. However, the interviews data revealed that students express errors in unity of paragraph, errors in development of paragraph, and errors in coherence of paragraph. The findings revealed that students made errors in paragraph unity, followed by paragraph development, and then paragraph coherence.

Fifth, a study by Abdalla (2023) entitled “*An In-Depth Analysis of Saudi EFL Students’ Written Paragraphs*” at Al-Baha University. The research described the nature of grammatical and mechanical problem that undergraduate students committee at the paragraph writing level. This research used a qualitative method approach and the collected data used student's written performance. The data analysis procedure using writing errors framework analyzed. The participants were 80 male students between 18 and 19 years old. The aim of this research to provide an in-depth analysis of student's written paragraphs in terms of grammatical and mechanical problems by undergraduate students at the paragraph level. The researchers found that undergraduate students have a lot of grammar problems as mechanical problems in a paragraph, the most common grammatical problems are the use of tenses, pronouns, conjunctions, the use of prepositions, and the use of verbs. Thus, the mechanical problem includes capitalization, punctuation, curvise writing, spelling mistakes, and the initiation of paragraph. The procedure of this test the students to write a paragraph about their lives. Therefore, during class time, students were given sufficient time to complete their writing task before deadline date. The result of this study students do not pay attention to the basics of paragraph

writing, due to different grammatical and mechanical problem, many paragraph found unreadable and incomprehensible.

Sixth, a study by Ridwan (2024) entitled “*Idiosyncratic Expression: Analysis of the Junior Students’ Paragraph Writing*” at Tanjungpura University. The research method is descriptive qualitative, the object of the study is to describe the type of error encountered in the students’ idiosyncratic expressions and the data collected from corpora written by the students’ paragraph writing classes. The data analysis procedure using elicitation analyzed. The participants were second-semester undergraduates in the English Language Education Program, and the total number of participants was 15 students. The students were assigned to write a 120-word paragraph, participants were free to choose their topic and have 60 minutes to develop their idea into a coherent paragraph. The types of errors found in the student’s idiosyncratic expression were verb form errors, subject and verb agreement errors, plurality errors, pronoun errors, verb tense errors, word form errors, article errors, and word order errors. The outcome of the study indicated that errors in students’ writing skills, especially in grammatical aspects, still happen. It revealed students have not mastered the grammatical aspect well.

From all the previous studies discussed, the researcher found similarities and differences between in this study and prior studies. The similarities among this study and prior studies are that they all generally investigated descriptive paragraph writing, the level of participation all came from college students also the mostly research used qualitative methods. However, there are differences of the previous studies and this present study. The current research present used a data analysis by

Miles, Huberman, and Saldana (2018), and the data collection was used document that further elaborated with an interview to advance investigate students' challenges in writing descriptive paragraphs. Meanwhile, the data analysis procedures used by the previous studies above were content analysis design, thematic analysis, and elicitation analysis. Moreover, the focus of this study investigated students' challenges in writing descriptive paragraphs in terms of linguistic and discourse aspects.

2.5 Theoretical Framework

Theoretical Framework of this present study is shown and elaborated below, as follows:

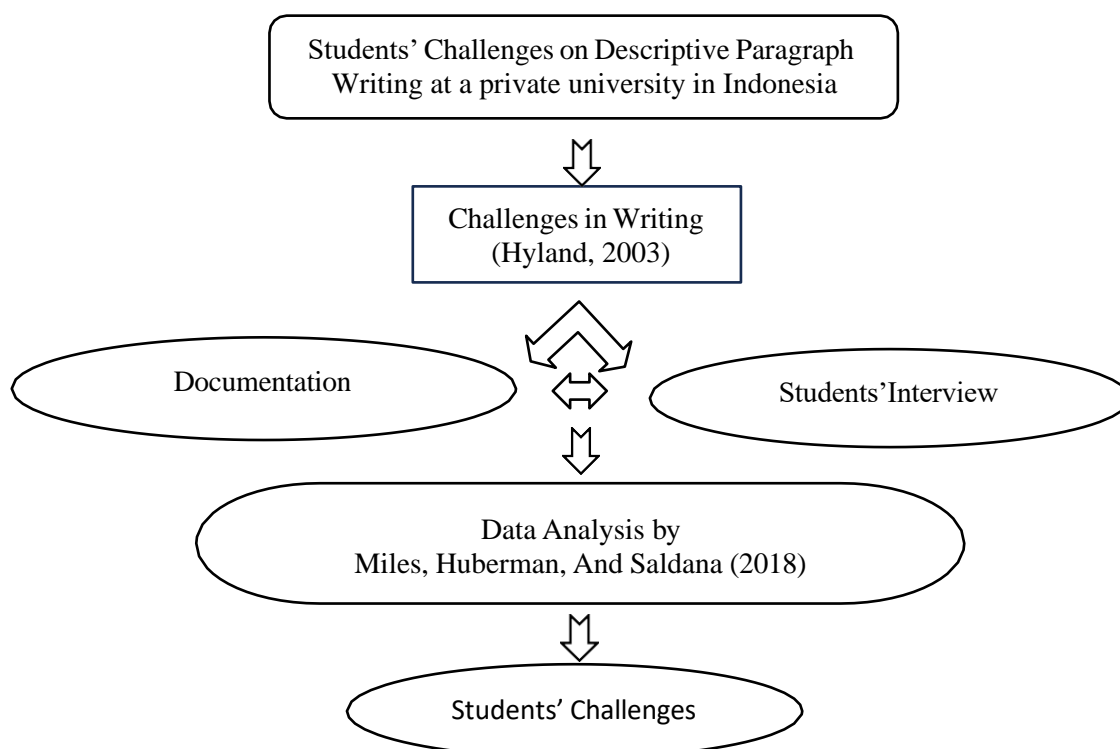


Figure 2.1 Theoretical Framework of the Study

Figure 2.1 showing the theoretical framework showing the students' challenges of descriptive paragraph writing. This study was conducted at a private university in Indonesia. The researcher investigated about students' challenges on descriptive paragraph writing through a document and interview. According to Hyland (2003), there are two aspects of challenges of writing, they are linguistics competence and discourse competence. Data analysis through the data analysis procedure by Miles, Huberman and Saldana (2018): data condensation, data display, and conclusion/data verification. This study revealed students' challenges in terms of linguistic and discourse aspects in descriptive paragraph writing at a private university in Indonesia.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research used qualitative research. The purpose of this research was explored students' challenges of descriptive paragraph writing in an English paragraph writing course at one of the university in Indonesia. Qualitative research aims to understand the way humans interpret the social world and social sciences (Creswell & Creswell, 2018). This present study used a qualitative method with a case study design. This included the following procedures for collecting analyzing, and writing up data toward the description, explanation, and interpretation of students' challenges on descriptive paragraph writing. Referring to this research aim and need, a case study research design be specifically employed.

A case study is a type of research to investigates the phenomenon specificity and complexity of a single case, to understand its activities in an important situation and in-depth investigation of a particular case (Cohen et al., 2018). The case study is used to understand real-world cases and assumes that understanding most probably involves important contextual conditions relating to a case (Yin, 2016). In this regard, it emphasizes a case study based on the interest in the individual case, rather than on the method of inquiry used. The case study aimed to approach a problem or phenomenon, by regarding the problem or phenomenon as a complete unit (Cohen et al., 2018). A case studies can determine both cause and effect how and why, one of its strengths is that case studies observe effects in a real context, recognizing that context is a powerful determinant of cause and effect and that deep

understanding is required to give justice to the case. Likewise, case study research was the most appropriate method to facilitate this study.

3.2 Setting and Participants

In this research, the participants were students in an English paragraph writing course at a private university in Indonesia. Likewise, the research participants were 24 students, specifically of 17 female and 7 male between the ages of 19 and 20. Meanwhile, the researcher used purposive sampling to obtain samples from a population, specifically 12 that were interviewed. According to Cohen et al. (2018), purposive sampling a feature of qualitative research, the aimed of purposive sampling is collected samples to provide case-specific needs based on personal or group under study particularities and characteristics. Correspondingly, this study applied purposive sampling as the need of study for knowing specific case of students challenges in writing descriptive paragraphs. In selecting the researcher participant, the researcher obtained advance permission from the lecture teaching the course of English paragraph writing and invited all the participants in which the students to be participated. This research used a pseudonym or initials so as not to be coerced to participate in the research process.

3.3 Data Collecting Techniques

Data collection techniques in this research employed documents and interviews. In addition, the researchers will describe in detail, as follows:

3.3.1 Documentation

The documentation instrument is a written records of information. Documentation can play prominent role in any data collection in doing case study research. According to Cohen et al. (2018), document are instruments used corroborate and augment evidence from other sources. Moreover, documentation is used to collect data documents, analyzing documents of written documents. In addition, using data sources in the form of words or written sources, the researcher used data sources in the form document of students' descriptive paragraph writing. In this study, the researcher took the documents of students' writing descriptive paragraph task at private university in Indonesia. There were documents from 24 students' writing descriptive paragraph task. Therefore, the research was focused on using those documents to know students' challenges in terms of linguistics competence and discourse competence in descriptive paragraph writing.

3.3.2 Interview

The interview is instrument to obtain students' challenges of descriptive paragraph writing. The researcher used a semi-structured interview which has more flexibility, interactive, and deeper explorations of the questions (Cohen et al., 2018). In this regard, the interview serves as a direct means of communication to get dependable and valid knowledge through verbal responses from respondents, to clear up misunderstandings, to cooperate help build good relationships, and to make correct assessments of what respondents truly believe. In this study, the researcher conducted interview

with participants. The researcher aimed to find out the challenges of writing in descriptive paragraph writing at a private university in Indonesia. Besides, 12 participants out of 24 students in the third semester was interviewed. Accordingly, the researcher gave some questions to 12 students about challenges of writing in terms of linguistics competence and discourse competence in descriptive paragraphs.

3.4 Data Analysis Techniques

The researcher was used this data analysis procedure to analyze data from documents and interviews. Therefore, the stages of analysis and illustrated below, employed the model of data analysis procedure proposed by Miles, Huberman, and Saldana (2018). As illustrated below:

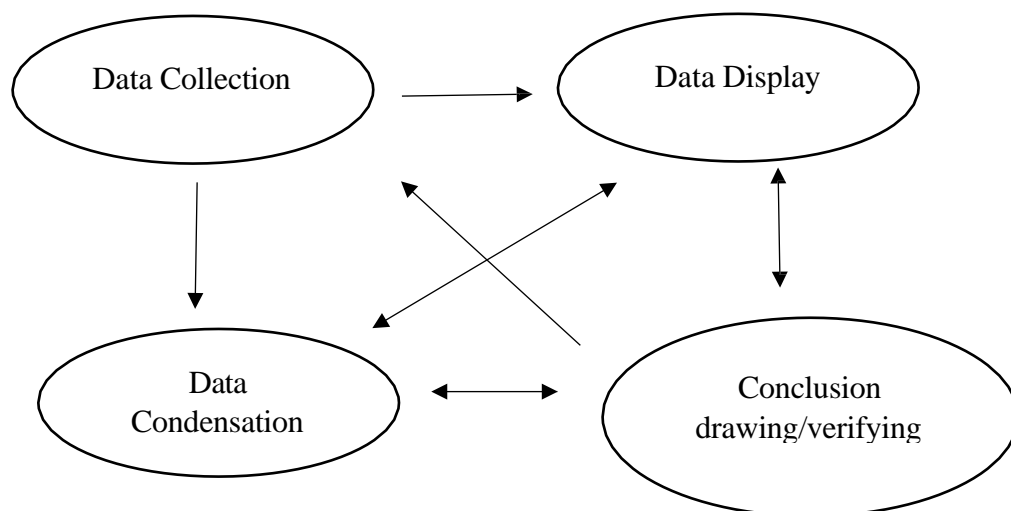


Figure 3.1 Data Analysis Techniques

3.4.1 Data Condensation

Data condensation refers to the process of choosing, focusing, simplifying, abstracting, and transforming. The data that surfaced in the complete corpus (content) of a questionnaire, written field notes, interview transcripts, documents, and other empirical materials (Miles et al., 2018). Data condensation is an analysis method in which data is condensed, sorted, concentrated, discarded, and organized to draw and modify the conclusions. In addition, this study has two aspects such as linguistic competence and discourse competence within aspects are divided into several categories in terms of linguistic competence are vocabulary mastery, grammar proficiency, and mechanics writing. Therefore, in terms and of discourse competence are coherence paragraph, cohesive paragraph, and developing paragraph. In terms of documents, the researchers sorted the raw data in one sentence or several sentences from one paragraph of students' descriptive writing to find out the aspects challenges of descriptive paragraph writing such as linguistic competence and discourse competence. Thus, categorized as appropriate with each category aspects keyword. Furthermore, in terms of interview, the researcher sorted raw data in the student's statements interview to selection and block statements interview in the table that related with the context of student challenges aspects such as linguistics competence and discourse competence. Hence, categorized as appropriate with each category aspects like keyword of preliminary code and final code.

Throughout the lifecycle of qualitative study, data condensation happens regularly. As a result, the collected data is more substantial.

3.4.2 Data Display

Data display is an arranged set of information that gives the possibility of drawing a conclusion and taking action (Miles et al., 2018). In addition, data displays help understand what happening and allow further investigation or decisions based on findings. In addition, the data display process after condensed, arranged, analyzed data from students' document and interview. In practically of documents and interview, the researchers displayed data thus researcher categorized the data from condensation result, narrated it in one paragraph by combining document data and interview that significant as measured by keywords and categorized aspects. In this case, the data display was conducted by displaying the condensed data in a narration to determine challenges of descriptive paragraph writing.

3.4.3 Drawing Conclusion

The final steps of the whole analysis activity is conclusion drawing and verification. The researcher concludes the data analyzed and confirms it in this phase to make it more credible and trustworthy (Miles et al., 2018). The conclusion could not occur until all of the data to collected, which is determined either by quantity of the field notes document, the coding, or displayed. In addition, the data result from condensation and display process were further discussed. In practically of documents and interview data, the researcher concluded each category of aspects makes the whole conclusion,

from many conclusions it is to draw the main conclusions. Correspondingly, this main conclusion is the result of the research as well as this main conclusion should also be based on the answer to the research question.

3.5 Trustworthiness

The data collection through the use of triangulation, which is the use of multiple data sources to address each of your research questions. It involves using diverse methods and sources to verify the accuracy or extend the conclusion drawn from the data. It has already become extensively adopted and developed as a construct by qualitative researchers (Ritchie & Lewis, 2003). This happens at every stage of the research process, this focuses on how the researcher writes a part in the proposal or study about the procedures that will be carried out to validate the findings of the proposed study (Creswell & Creswell, 2018). The researcher checks for the accuracy of the findings by employing certain techniques such as credibility and confirmability.

3.5.1 Credibility

Credibility is one of the strengths in credibility research. Credibility is through the various processes of triangulation, based on establishing the accuracy of the data from the perspective of the researcher, participant, or reader of the report (Creswell & Creswell, 2018). Suggest identifying and discussing several strategies for checking the accuracy, it is useful to conduct follow-up documents and interviews to provide opportunities for participants to comment on the findings. Increase the general validity of the qualitative.

3.5.2 Confirmability

Confirmability is an objective reality that qualitative research can obtain. Engage with the experts who review interpretations and findings to minimize research bias and enable participants to confirm the accurate findings to increase confirmability (Creswell & Creswell, 2018). It is a good step for the researcher to validate data. The findings from this study that was analyzed through documents and interviews by using Miles, Huberman, and Saldana (2018) analysis techniques. As the data confirmed to determine the validity of the result. The researcher subsequently collected the data required for this research. Moreover, it can support the validity of the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1 Research Finding

In this section, the data was taken from the third semester based on research purposes. The researcher used documentation and semi-structured interview to explore the students' challenges on descriptive paragraph writing. Furthermore, the researcher focused on students' challenges in writing descriptive paragraph in terms of two aspects; linguistic competence and discourse competence. Overall, the researcher collected 24 participants' documentation data of descriptive paragraph writing also then further interviewed 12 participants to investigate students' challenges on descriptive paragraph writing. Furthermore, the result of data analysis obtained from the documentation and semi-structured interview revealed the students challenges in two aspects. In linguistic competence, there are some challenges found such as vocabulary, grammar, and mechanics. Moreover, in discourse competence also there are some challenges revealed such as coherence, cohesive, and developing paragraph (Hyland, 2003). Therefore, the challenges found from the result of data analysis will be further explained below:

4.1.1 Student's Challenges on Linguistic Competences

1. Vocabulary Mastery

Vocabulary Mastery is the first category in terms of linguistics competence challenge as a result of data analysis. In the matter, the challenges of students in writing a descriptive paragraph are students faced difficulty in choosing appropriate vocabulary. Specifically, the challenge

covers limited knowledge of vocabulary and no confidence in using some vocabulary. Therefore, in the vocabulary mastery students experienced the challenge unfamiliar of adverbs. In this section, unfamiliar of adverb refers to challenge in which students do not understand of adverb and have limited knowledge of adverb in paragraph descriptive writing. As found of one student's documentation below:

*The grass is short and neat, it is very comfortable to sit on it and have a picnic (**over there**)*

In the sentence above, the student is not unfamiliar of the other kind of adverb. The sentence above needs to be further added the adverb of place “**over there**” in the last sentences. The added adverb refers to adverb of place aims to describe an exact location of the activity. The data documentation supported by student semi-structure interview below:

*Because English is not my mother tongue, so I **can't really understand the meaning of adverbs**(VM-UA-S1)*

From the result of semi-structured interview, the student experienced limited language and limited of understanding meaning of adverb. In this matter, the students' ignorance of adverb led them faced challenges in terms of vocabulary mastery. Thus, unfamiliar of adverb caused students less of understanding of the meaning of adverb. In fact, adverbs are very important in a piece of writing as it often need to be used and placed clearly, hence the writing is readable (Muhi & Dajang,

2023). Therefore, the adverb is significantly important as an element in a writing as it has a crucial role in determining the essence writing.

2. Grammar Proficiency

Grammar is the second category in terms of linguistic competence challenges as a result of data analysis. In this category, the challenges of students in writing a descriptive paragraph are students faced difficulty in the complexity of tenses. Moreover, students hesitate to use grammatical structures of fear of making mistakes, which can limit their learning and confidence. Thus, in grammar proficiency students experienced challenges of unfamiliar of active voice in descriptive paragraph writing. In this part, unfamiliar of active voice is students not understand in formulas of active voice in paragraph descriptive writing. As found on student documentation below:

The Park can be used by children to take a walk, run, to play, or sit down. (Children can use park to take a walk, run, play, or sit down).

In the student's writing, the sentence applied a passive voice. In fact, a descriptive writing need to be written in an active voice manner. However, the italic sentence above refers to a passive voice that the object "Park" preceded the subject "Children". In the descriptive writing, the sentence needs to be written in active voice that the subject did a thing as described in the bold sentence. Besides, active voice means the subject performs the action of the verb and reconfirms the sentence that bolded is the correct

writing. The data documentation powered by student semi-structure interview below:

I still *don't understand about active voice*, but for simple present tense a little understand(GP-UAV-S3)

Based on the result of the semi-structured interview, the student lack of understanding the structure of active voice. The result of documentation and semi-structured interview of student emphasized student faced challenges in regard of grammar proficiency. The student demonstrated not understanding of active voice appropriately and less understanding of grammar rules of active voice. In fact, grammar is the whole system of language, grammar active voice challenges is placing subject and object, less understanding of formulas to help master in grammar learning, and lack of exercise for be better understand of grammar active voice (Hanim et al., 2024). Therefore, unfamiliar of active voice use and placement the way words are organized to form meaningful unity and the rules of language especially in writing a descriptive paragraph.

3. Mechanics Writing

Mechanics writing is the third category in terms of linguistics competence challenges. In this case, the challenges of students in a descriptive paragraph writing are students faced the difficulty of spelling, syllables, and word parts. Furthermore, words that are less commonly used can be more difficult to spell. Therefore, in the mechanics writing, students experienced of challenges in inability of spelling. In this section, inability

of using spelling is students unorganized to spell words in paragraph descriptive writing, as revealed on student documentation below:

The axcept (**except**) *surrounding by greening the park too in building that are tall and glorious.....*

In the yellowed words above, there is a misspelled word used in the sentence. Furthermore, a student is spelled wrong “axcept” and the correct word “except”. Thus, the “except” possesses similar meaning as “besides”. Hence, the student makes incorrect spelled and the meaning is not clear.

The data documentation supported by student semi-structure interview below:

I lack accuracy in the writing mechanism, especially in the spelling section. (MW-IUS-S12)

The student’s statement above stated that student unable to write correct word in descriptive paragraph writing. It can be summarized the results of documentation and semi-structured interview, student faced challenges in terms of mechanics writing as the student inappropriate to use write a correct word spelling. According to Darmawan (2023), mechanics writing is the rules of written language, the causes of the challenges in using mechanical writing are less focus from the writer, human errors, less of writing practice, and lack of knowledge of the mechanics. Likewise, mechanics writing in terms of inability of using spelling is the challenges that make the writing unclear and incorrect.

4.1.2 Student's Challenges on Discourse Competences

1. Coherence Paragraph

Coherence is the first category in terms of discourse competence challenges as a result of documentation and semi-structured interview. In this matter, the challenges of students in writing a descriptive paragraph is students faced less organized continuity or relevance in writing. Therefore, in the coherence paragraph students experienced challenges the inability of writing body sentence. In this section, inability of writing body sentence is student incoherence in composing body sentence in the descriptive paragraph writing, as revealed by student documentation below:

Playground which in Around by trees Lush. Big trees with green leaf Heavy Providing shade or Nuance which fresh. This park also is favorite place for families which Like Calm. Because this Park The atmosphere calm and View the beautiful. Many children which very happy play in the park. Many also family Harmonious which very like the place.

In the paragraph of the body sentence above, the topic sentence describes name of place is “*playground*” but in body sentence the writer describes “*park*”. So, the body sentence is not consistent to the topic sentence thus the body sentence is not coherence at all. The data documentation approved by student semi-structure interview below:

I'm still *not sure about* topic sentence, *body sentences*, and concluding sentence (*CP-IUBS-S4*).

The results of data analysis revealed student faced challenges in terms of coherence paragraph. In this case, the student incoherence in writing a body sentence of paragraph. According to Ahmed et al. (2024),

the challenges student faced lack of activities of practice in basic writing techniques. Hence the challenges significantly hinder students' writing proficiency and effect their ability to construct a coherence paragraph descriptive writing.

2. Cohesive Paragraph

Cohesive is the second category in terms of discourse competence challenges. In the case, the challenges of students in writing a descriptive paragraph are students faced less organization between words of vocabulary repetition and with conjunction usage between sentences. Therefore, in the coherence paragraph students experienced challenges of unfamiliar of conjunction. In this section, unfamiliar of conjunction refers to a challenge when student unconnected in composing sentence in the descriptive paragraph writing, as constructed on student documentation below:

This park has plant green and much tree tall. This park enough broad, pleasant and clean to sit comfortably or jogging with family.....

In the student's writing above, student unsure with the organization within the sentence in paragraph. Thus, between each sentence can add the conjunction such as "In addition, besides, moreover." that can mention the relationship between one sentence and other in a discourse level. It is the unity of discourse that connects meaning between sentence, paragraph, or levels of writing. Therefore, this conjunction is hence important in

connecting meaning with another sentence. The data documentation contributed by student semi-structure interview below:

I lack understanding the meaning of conjunctions in each sentence...(COP-UC-S3)

From the result of semi-structured interview, student incompatible in connecting sentence in descriptive paragraph writing. Likewise, it makes the writing unclear in each sentence and the reader feels confused to understand the writing.

It can be concluded the results of documentation and semi-structured interview, student faced challenges in terms of a cohesive sentence. The student incohesive to use conjunction in writing each sentence. Eventually, students faced challenges utilized a wide variety of cohesive makers in their paragraph, hence less applying conjunction (Tuan et al., 2023). Therefore, cohesive through conjunction is very important in constructing sentences to make writing in the paragraph understandable and readable.

3. Developing Paragraph

Developing Paragraph is the third category in terms of discourse competence challenges. In this challenge, students faced with the inability to construct the main idea that directs to the development of the paragraph in which not arranged. Likewise, in the developing paragraph students experienced challenge that is inability of writing coherent and cohesive paragraph. In this part, inability of writing coherent and cohesive refers to student writing a descriptive paragraph that is incoherent, incohesive,

unorganized thus the ideas are not developed clearly and logically, as found on student documentation below:

This spacious and cool Park is in the middle of the cita and is visited by a variety of visitors ranging from small families, couples and also young children. they come to enjoy the beauty of the cita which is surrounded by skyscrapers. there are also some Who bring their peta, and many also bring their pets. relaxing after coming home from work.

This paragraph above illustrated student lack of development in writing descriptive paragraph in which coherent and cohesive are mutually complementary aspects of writing. In the writing, the student needs to describes a “Garden” as titled yet in the development of a paragraph especially in body sentence, the student describes “Park” that is different. Correspondingly, the development of a paragraph is not coherent structurally. Thus, structurally it is not coherence paragraph. Besides, the use of conjunction also inappropriate and unclear. Hence, the paragraph written by the student remains unclear and left readers confused. Additionally, the student’ writing is supported by the interview below:

I really lack of the development in writing a descriptive paragraph. (DP-IWCCP S12)

From the result of semi-structure interview, it was found that the students are lacking in developing a correct, coherent, and cohesive paragraph. It can be emphasized that students faced challenges in terms of developing paragraph as they fronted inaccurate of the unity coherence and cohesive in writing descriptive paragraph. Additionally, student have challenges composing sentence and developing paragraph, writing

problems to create a simple English paragraph, student lack to express their ideas correctly in English (Phuong & Quynh, 2024). In addition, cohesion functions as a tool to enhance coherence, and without cohesion, even well-structured ideas can appear disconnected or confusing to the reader.

4.2 Discussion

In this study, the researcher explored the students' challenges on descriptive paragraph writing. This study aims to investigate the students' challenges on descriptive paragraph writing at a private university in Indonesia. Based on the result of students' documentation and semi-structured interview, this study revealed two aspects related to the challenges on writing descriptive paragraph. In this study, two aspects in regard to students' challenges were revealed namely; linguistic competence challenge and discourse competence challenge. Therefore, this study further explored linguistic competence challenge and discourse competence challenge as those important in relation to the descriptive paragraph writing.

In terms of linguistic competence, there are several challenges that faced by the students in writing descriptive paragraph one of which is vocabulary mastery. Vocabulary mastery refers to students' incomprehensible in writing a descriptive as a result of their limited knowledge of vocabulary in terms of unfamiliar of adverb. This issue is emphasized in previous findings by Yuliana et al. (2024), the study found that students lack vocabulary mastered and students unfamiliarity vocabulary with English language while writing in terms of. In fact, vocabulary is definitely important in writing, however many students are still unfamiliar with the vocabularies in which led to the limited knowledge of vocabulary. Thus, the

vocabulary of a language is essential to learning and obtaining in terms of writing. Furthermore, regarding students' challenges in grammar proficiency, students demonstrated not understanding of grammar appropriately and less understanding of the grammar rules in terms of unfamiliar of active voice. These findings also correlated with the previous study, many students not understand the basic nature of grammar like the suitability of words and the correct verb pattern (Setiani et al., 2023). Besides, most of the students still contained errors in types of rules, and interplay principles of rules for the correct grammar, cause not focusing on understanding the grammar concepts that are studied. Hence, grammar is a key point in writing to help students in correcting errors and improving writing correctly. Moreover, challenges in mechanics writing revealed students unable to write correct word and lack of knowledge of the mechanics writing in terms of inability of using spelling. According to Patwary et al. (2023), students errors of the incorrect mechanics of writing like punctuation, spelling, and capitalization are often found. Further, the error-prone writing often ignores the importance of formal mechanics of writing, it makes an impact on the writing process and result if the mechanics of writing are not appropriate and confusing. Therefore, writing mechanics is one of the important components for producing a good writing. Thus, helping student write more organized in the context.

In terms of discourse competence, there are some challenges that faced by students in writing descriptive paragraph one of which is coherent of paragraphs. Coherent of paragraph refers to students' incoherence to write a body sentence of a paragraph in which unstructured and less organized continuity of relevance in terms

of inability of writing body sentence. As found on a previous study by Zarabi et al. (2023), challenges of students found as brainstorming ideas and organizing thoughts to write descriptive paragraph writing. In other hand, students often difficulty connecting to the topic sentence, supporting sentence, and concluding sentence, making the structure not coherent caused a lack of connection between content. Hence, a good paragraph writing must be written based on logical thinking that focuses on a given topic and relevance to its overall context and content. Additionally, students' challenges in cohesive paragraph emphasized students unsure with the organization within the sentence in paragraph and incohesive to use conjunction in writing each sentence in terms of unfamiliar of conjunction. Regarding to the issue, a previous finding highlighted that students confused about the appropriate and correct use of conjunction as a result of limited knowledge of it (Nurhidayat et al., 2021). Moreover, students are most often lacking an understanding of cohesive functions and often underestimate the accuracy of using cohesive. Therefore, cohesive the unity of meaning in contexts sentence, cohesive also categorized as discourse elements. Thus, one of requirements for creating a good paragraph is to combine coherent and cohesive elements in the paragraph. In terms of students' challenges in developing paragraphs, it was discovered students inaccurate of the unity coherence and cohesive in paragraph descriptive writing in terms inability of writing coherent and cohesive. According to Pitoyo (2021), the majority of student are still unable to develop a well-structured paragraph. In this matter, many students lack of understanding of connecting one sentence with another and the unreasonable logic in developing a paragraph. Likewise, students

found it difficult to develop a coherent and cohesive descriptive paragraph as a result of those issues. In short, coherent and cohesive are two crucial elements in developing a well-structured and well-organized paragraph in order to be relevant with its context and entire content.

Overall, the findings of this study indicated the significance of focusing on variety of aspects while writing descriptive paragraph. In this study, students experienced challenges in certain aspects that obstructed the writing process. In this regard, these findings can assist students in surviving the challenges of writing hence students are more aware of writing correctly and carefully. This study emphasized on descriptive paragraph were caused by difficulty of linguistics challenges students in terms of vocabulary mastery, grammar proficiency, and mechanics writing, especially in terms of grammar proficiency and the least were insufficient in understanding of vocabulary and mechanics writing. Meanwhile, the result of discourse competence analysis showed that students' unable to write coherent and cohesive descriptive paragraph. The study focused on the aspects of challenges in writing descriptive paragraphs such as linguistics competence and discourse competence. The findings of this study discussed students' perspectives on the challenges experienced while writing descriptive paragraph. Implemented Hyland. (2003) theory, this study revealed two main aspects in investigating students' challenges in writing; linguistics competence and discourse competence. Furthermore, the findings of this study not only confirmed established theories and previous findings regarding the issue of writing descriptive paragraph, but also provided new insights of significance of investigating writing descriptive paragraph

for the purpose of further theoretical and practical knowledge of student' writing and developing descriptive paragraph. Likewise, this study can contribute further knowledge mainly in English language learning in writing descriptive paragraph in a university level.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study has explored the students' challenges on descriptive paragraph writing. The difficulties faced by students in writing descriptive paragraph are in the aspect of linguistics competence challenge and discourse competence challenge. In this case, students' challenges on descriptive paragraph writing are especially due to students' insufficient understanding of vocabulary mastery, grammar proficiency, and mechanics of writing. Moreover, students experienced challenges in descriptive paragraph writing of limited insight of the discourse competence such as inability to write a coherent and cohesive descriptive paragraph. Hence, This study emphasized on descriptive paragraph were caused by difficulty of linguistics challenges students in terms of vocabulary mastery, grammar proficiency, and mechanics writing, especially in terms of grammar proficiency and the least were insufficient in understanding of vocabulary and mechanics writing. In particular, understanding writing challenges is an essential path to enhancing students writing skills on descriptive paragraph. In addition, this study has fulfilled the importance of knowing students' challenges in writing descriptive paragraph. This study also demonstrated the importance of identifying student challenges, can make possible to further understand what obstructs students in the process of writing descriptive paragraph. Thus, by understanding challenges of writing descriptive paragraph, teachers can reflect on the content written by students to increase the quality of students' written descriptive paragraph.

5.2 Recommendation

After conducting the research and analyzing the data, the researcher would like to provide recommendations to teachers, students, and future researchers as follows:

1. For Teachers

This study provides advice to teachers in descriptive paragraph writing that teachers should pay more attention to the difficulties experienced by students in writing, especially in terms of linguistics and discourse. Teachers should give students more opportunities to practice their writing as this skill needs to be continuously practiced in order to improve their writing ability.

2. For Students

This study provides advice to students in descriptive paragraph writing, students to understand linguistics and discourse while writing descriptive paragraph to avoid repeating errors in writing. In addition, the students is hope to find new aspects and strategies. Thus, students can overcome to focus more on writing, reviewing, and proofreading to correct any error in writing.

3. For Future Researchers

This study provides advice to future researchers in descriptive paragraph writing, future researchers are expected to conduct further investigation on this issue, especially in exploring students' challenges in linguistic and discourse when producing paragraph writing. The researcher hopes this study can be used as a reference for further research in the same field by analyzing more diverse of aspect.

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APPENDICES

Appendix 1 The Result of Students' Documentation

Miles, Huberman and Saldana (2018)

Aspects	Category	Code	Total	Students
Linguistic Competence Hyland (2003)	<ul style="list-style-type: none"> Vocabulary Grammar 	LC	24 S	(S1, S2, S4 S13) (S2, S3, S4, S5, S6, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24) (S1, S2, S3, S4, S6, S7, S8, S10, S11, S12, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23)
		LC-V	4 S	
	LC-G	23 S		
	<ul style="list-style-type: none"> Mechanics 	LC-M	21 S	
Discourse Competence Hyland (2003)	<ul style="list-style-type: none"> Coherent Cohesive Developing Paragraph 	DC	24 S	
		DC-C	6 S	
		DC-CO	6 S	
		DC-DP	24 S	

Appendix 2 Documentation Sheet

Title	Students' challenges in descriptive paragraph writing at a Private University in Indonesia
Purposes	To find out students' challenges in descriptive paragraph writing
Source	Hyland (2003)

No.	Source	Aspect	Purpose	Topic
1.	Hyland (2003)	Linguistic Competence	<ol style="list-style-type: none"> 1 To find out the challenges in terms of vocabulary mastery. 2 To find out the challenges in terms of grammar proficiency. 3 To find out the challenges in terms of mechanics writing. 	The challenges of vocabulary mastery, grammar proficiency, mechanics writing
2.		Discourse Competence	<ol style="list-style-type: none"> 1 To find out the challenges in terms of coherence paragraph 2 To find out the challenges in terms of cohesive paragraph. 3 To find out the challenges in terms of developing paragraph. 	The challenges of coherence paragraph, cohesive paragraph, developing paragraph and critical thinking writing

Appendix 3 Table Checks Documentation Guideline

Linguistics competence			
Participants	Vocabulary mastery	Grammar proficiency	Mechanics writing
Student 1			
Student 2			
Student 3			
Student 4			
etc.			
Discourse Competence			
Participants	Coherence paragraph	Cohesive paragraph	Developing paragraph
Student 1			
Student 2			
Student 3			
Student 4			
etc.			

Appendix 4 Documentation Transcript
Students' Descriptive Paragraphs Writing

Linguistics competence			
Participants	Vocabulary	Grammar	Mechanics writing
Student 1	<ul style="list-style-type: none"> The grass is short and neat, it is very comfortable to sit on it and have a picnic (over there). 		<ul style="list-style-type: none"> The citizens like to visit it, especially on the weekend. Surrounded by tall buildings, it has green grass and many trees.
Student 2	<ul style="list-style-type: none"> Park also not only place for relax but also place for playing, (usually) place for quality time together family and many more. 	<ul style="list-style-type: none"> Why beautiful place because park <u>which</u> (is) place very comfortable <u>for relax</u> (for relaxing). Park also not only place <u>for relax</u> (for relaxing). Any Children <u>which</u> (who are) playing in the park any parents <u>which</u> (who) is relaxing 	<ul style="list-style-type: none"> Any <u>Children</u> (children) which playing in the park. Park also can become place for event birthday party, pre-wedding photos(,) and any more.
Student 3		<ul style="list-style-type: none"> A park is area which overgrown <u>much</u> trees (A park is area that overgrown many trees). This park <u>has plant green</u> and much <u>tree</u> tall (This park has many green plants and many trees) 	<ul style="list-style-type: none"> This park enough broad, pleasant and clean to sit <u>comfortably</u> (comfortably) or jogging with family. <u>Tihs</u> (This) park also provide walk path surtound (surround) by plant. big <u>treea</u> (trees) and provide by building which high.
Student 4	<ul style="list-style-type: none"> Playground which in Around by trees Lush (lushly). 	<ul style="list-style-type: none"> Many children <u>which</u> (who) very happy play in the park Big trees with green leaf Heavy Providing shade or Nuance which fresh (Big trees with heavy green leaf provides shade or nuance which fresh) 	<ul style="list-style-type: none"> Playground which in Around by trees <u>Lush</u> (lush) This park also is favorite place for families which <u>Like</u> (like) <u>Calm</u> (calm). Because this <u>Park</u> (park) (the) atmosphere calm and <u>View</u> (view) the beautiful.

			<ul style="list-style-type: none"> • Many also family <u>Harmonious</u> (harmonious) • Big trees with green leaf <u>Heavy</u> (heavy) <u>Providing</u> (providing) shade or <u>Nuance</u> (nuance) which fresh
Student 5		<ul style="list-style-type: none"> • many people <u>enjoying</u> (enjoy) their time in the park. • Some people <u>gathering</u> (gather) with family, <u>laughing</u> (laugh) with friends, <u>dating</u> (date) their love. 	
Student 6			<ul style="list-style-type: none"> • located at the middle of town square. And there are lots of snacks there that we can enjoy together.
Student 7			<ul style="list-style-type: none"> • <u>Additionally</u>, (Additionally) the place is clean.
Student 8		<ul style="list-style-type: none"> • to <u>playing</u> (play) football. 	<ul style="list-style-type: none"> • various activities. Most <u>peiplople</u> (people) come to the park • There are also children come every afternoon to playing football, bike and other activities • gather with family. And the to interaction with other people.
Student 9		<ul style="list-style-type: none"> • clear skies and nice air support <u>going to</u> (to go to) relax in the park. 	
Student 10		<ul style="list-style-type: none"> • In a beautiful park, there are many people <u>relaxing</u> (relax), <u>playing</u> (play), and <u>having</u> (have) a picnic. • Some <u>playing</u> (play), <u>relaxing</u> (relax), and <u>chatting</u> (chat) with family. 	<ul style="list-style-type: none"> • <u>Som e</u> (some) are playing.

		<ul style="list-style-type: none"> The city park is large and beautiful that many people visited there. (Many people visit the city park that so large and beautiful) 	
Student 11		<ul style="list-style-type: none"> The city park <u>was (is)</u> so large and beautiful that many people visited there (The city park is large and beautiful that many people visited there). Where many people were <u>enjoying</u> (enjoy) the beautiful scenery. 	<ul style="list-style-type: none"> visited there <u>where</u> (Where) many people were enjoying the beautiful scenery.
Student 12		<ul style="list-style-type: none"> for <u>visited (visiting)</u> to the park. many people visited for <u>relax (relaxing)</u>. <u>eating,relaxing,playing</u> and are <u>sunbathing</u> (eat, relax, play, and sunbath). place the <u>more large (larger)</u> and <u>more safe (safer)</u>. 	<ul style="list-style-type: none"> children,the adolescent,and parents. glorious.Many people are eating,relaxing, playing The <u>axcept (except)</u> urrounding by greening the park
Student 13	<ul style="list-style-type: none"> very spacious make people comfortable. (very) 		
Student 14		<ul style="list-style-type: none"> to <u>relaxing (relax)</u>. we can <u>relaxing (relax)</u>. The children can <u>playing, running (play, run)</u>. 	
Student 15		<ul style="list-style-type: none"> <u>an (a)</u> place. in the <u>Garden beautiful (beautiful garden)</u>. 	<ul style="list-style-type: none"> in the <u>Garden (garden)</u> beautiful. a <u>Park (park)</u> is something.
Student 16		<ul style="list-style-type: none"> also <u>brought (bring)</u> pets. 	<ul style="list-style-type: none"> With their family,with their friends,also with their girlfriends(.)

Student 17		<ul style="list-style-type: none"> • <u>relaxing</u> (relax) after <u>coming</u> (come). 	<ul style="list-style-type: none"> • couples and also young children, they come to enjoy the beauty of the <u>cita</u> (city) which is surrounded by skyscrapers, there are also some <u>Who</u> (who) • pets, relaxing . • cool <u>Park</u> (park) is in the middle of the <u>cita</u> (city)
Student 18		<ul style="list-style-type: none"> • many visitors are comfortable <u>spending</u> (spend) time there. 	<ul style="list-style-type: none"> • with family, couples(,) and friends.
Student 19			<ul style="list-style-type: none"> • the <u>Square</u> (square) becomes a very crowded
Student 20		<ul style="list-style-type: none"> • Likely, <u>playing</u> (play) football, sunbathe, <u>talking</u> (talk) and others. • <u>visiting</u> (visit) this park. 	<ul style="list-style-type: none"> • really <u>enjos</u> (enjoy) • talking(,) and others • beautiful <u>bullrings</u> (buildings) • ...<u>The</u> (the) cleanest.
Student 21		<ul style="list-style-type: none"> • In this place many people <u>sunbathing</u>, <u>playing</u>, <u>eating</u>, iying down <u>holding</u> (sunbath, play, eat, hold) babies and <u>enjoying</u> (enjoy) their holidays. 	<ul style="list-style-type: none"> • holidays. Going to • <u>Unforgettable</u> (unforgettable) experience.
22 Student		<ul style="list-style-type: none"> • <u>bonding</u> (bond) in a picturesque setting. 	<ul style="list-style-type: none"> • together. With • is <u>beutifull</u> (beautiful)
23 Student		<ul style="list-style-type: none"> • with people <u>Visiting</u> (visit). 	<ul style="list-style-type: none"> • trees <u>Small Flowers</u> to <u>anjoy</u> (small flowers to enjoy) • beautiful <u>Place</u> <u>So</u> (place so) • <u>tintedress</u> (tinted dress). • usually <u>Located</u> (located) • with <u>farmily</u> (family)
Student 24		<ul style="list-style-type: none"> • children running (run). 	

Discourse Competence			
Participants	Coherence paragraph	Cohesive paragraph	Developing paragraph
Students 1	<ul style="list-style-type: none"> The city park is the perfect place to relax after a busy day in the office. (This last sentence is not coherence to the previous sentence) 	<ul style="list-style-type: none"> The city park is the perfect place to relax after a busy day in the office. (This concluding sentence is not to conclude to the previous sentences) 	This paragraph is not coherence and cohesive, the paragraph is not well developed.
Student 2	<ul style="list-style-type: none"> Park also can become place for event birthday party, pre-wedding photos and many more. (This last sentence is not coherence to the entire sentences) 	<ul style="list-style-type: none"> Park also can become place for event birthday party, pre-wedding photos and any more. (This concluding sentence is not to conclude to the entire sentence) 	This paragraph is not coherence and cohesive, the paragraph is not well developed.
Student 3	<ul style="list-style-type: none"> A park is area which overgrown much trees. The park can be used for place the comfort mainly for children and people also can take a walk, run, to play or sit down. (This middle sentence is not cohesive to entire sentence) 	<ul style="list-style-type: none"> A park is area which overgrown much trees. The park can be used for place the comfort mainly for children and people also can take a walk, run, to play or sit down. (This supporting sentence is not to support to the entire sentence) 	This paragraph is not coherence and cohesive, the paragraph is not well developed.
Student 4	<ul style="list-style-type: none"> Playground which in Around by trees Lush . Big trees with green leaf Heavy Providing shade or Nuance which fresh.This park also is favorite place for families which Like Calm. Because this Park The atmosphere calm and View the beautiful. Many children which very happy play in the park. Many also family Harmonious which very like the place. (This content of paragraph is not coherence to the entire sentence) 	<ul style="list-style-type: none"> Playground which in Around by trees Lush . Big trees with green leaf Heavy Providing shade or Nuance which fresh.This park also is favorite place for families which Like Calm. Because this Park The atmosphere calm and View the beautiful. Many children which very happy play in the park. Many also family Harmonious which very like the 	This paragraph is not coherence and cohesive, the paragraph is not well developed.

		place. (This sentence not well-structured at the content of the entire sentence)	
Student 5	<ul style="list-style-type: none"> • Park is a perfect place for relaxation. As we can see in the picture above, many people are enjoying their time in the park. Some people are gathering with the family, laughing with friends, dating their lovers, and even just lying on the grass in the park. The trees around the park make it more attractive for people who want peace and a fresh environment during their free time. Being far from the hustle and bustle of the city is a plus point from that park, making people more relaxed and comfortable at the same time. Overall, a park is the best place to spend time during our free time. 	<ul style="list-style-type: none"> • Park is a perfect place for relaxation. As we can see in the picture above, many people are enjoying their time in the park. Some people are gathering with the family, laughing with friends, dating their lovers, and even just lying on the grass in the park. The trees around the park make it more attractive for people who want peace and a fresh environment during their free time. Being far from the hustle and bustle of the city is a plus point from that park, making people more relaxed and comfortable at the same time. Overall, a park is the best place to spend time during our free time. 	This paragraph is coherence and cohesive.
Student 6	<ul style="list-style-type: none"> • Town square of Rangkasbitung located at Rangkasbitung residence of Lebak Banten. The town square of Rangkasbitung width is between 5000m². The town square have a beautiful park, located at the middle of town square. And there are lots of snacks there that we can enjoy together. Town square of Rangkasbitung is very 	<ul style="list-style-type: none"> • Town square of Rangkasbitung located at Rangkasbitung residence of Lebak Banten. The town square of Rangkasbitung width is between 5000m². The town square have a beautiful park, located at the middle of town square. And there are lots of snacks there that we 	This paragraph is coherence and cohesive.

	<p>suitable for us to visit to relax and play with the family.</p>	<p>can enjoy together. Town square of Rangkasbitung is very suitable for us to visit to relax and play with the family.</p>	
Student 7	<ul style="list-style-type: none"> • A stunning park right in the heart of the city. This place provides fresh grassy spaces, clean air, and views of the surrounding large structures. There are lots of things you can do. Some people come to sunbate and reading a book, others come to play with their partners or children or to go on a picnic. Since the park is large, you can run around and enjoy yourself. Additioinally, the place is clean, nobody dump trash here. This park can be your choice on the weekend when you want to relax 	<ul style="list-style-type: none"> • A stunning park right in the heart of the city. This place provides fresh grassy spaces, clean air, and views of the surrounding large structures. There are lots of things you can do. Some people come to sunbate and reading a book, others come to play with their partners or children or to go on a picnic. Since the park is large, you can run around and enjoy yourself. Additioinally, the place is clean, nobody dump trash here. This park can be your choice on the weekend when you want to relax 	<p>This paragraph is coherence and cohesive.</p>
Student 8	<ul style="list-style-type: none"> • The park is a fun place to various activities. Most peiplople come to the park to picnic and relax with family and partners. There are also children come every afternoon to playing football, bike and other activities. The park is a comfortable place to play and gather with family. And the to interaction with other people. 	<ul style="list-style-type: none"> • The park is a fun place to various activities. Most peiplople come to the park to picnic and relax with family and partners. There are also children come every afternoon to playing football, bike and other activities. The park is a comfortable place to play and gather with family. And the to interaction with other people. 	<p>This paragraph is coherence and cohesive.</p>

Student 9	<ul style="list-style-type: none"> • A Sunny Day In The City Park . Usually, weekends are a great time to go to the park. However, it is not always on the weekend to go to the park but anytime you can go to the park to enjoy the atmosphere. Park is a great place to enjoy the day. Today, the park looks crowded, many people there and many families also come. It does look very bright today, the weather is perfect for going to the park, clear skies and nice air support going to relax in the park. There are shady trees and you can see skyscrapers. People go to the park to relax, play with friends and family or just to sit and enjoy the air. Many of them bring children and babies to play or simply to relax. some bring balls to play, some just run around. Going to the park is a fun and exciting thing. 	<ul style="list-style-type: none"> • A Sunny Day In The City Park . Usually, weekends are a great time to go to the park. However, it is not always on the weekend to go to the park but anytime you can go to the park to enjoy the atmosphere. Park is a great place to enjoy the day. Today, the park looks crowded, many people there and many families also come. It does look very bright today, the weather is perfect for going to the park, clear skies and nice air support going to relax in the park. There are shady trees and you can see skyscrapers. People go to the park to relax, play with friends and family or just to sit and enjoy the air. Many of them bring children and babies to play or simply to relax. some bring balls to play, some just run around. Going to the park is a fun and exciting thing. 	This paragraph is coherence and cohesive
Student 10	<ul style="list-style-type: none"> • In the park. In a beautiful park, there are many people relaxing, playing, and having a picnic. Some are playing, relaxing, and chatting with family. The park is very close to the city street, but the place is very cool with lots of lush green trees. The 	<ul style="list-style-type: none"> • In the park. In a beautiful park, there are many people relaxing, playing, and having a picnic. Some are playing, relaxing, and chatting with family. The park is very close to the city street, but the place is very cool with lots of 	This paragraph is coherence and cohesive

	<p>park is very suitable for calming the m mind and relaxing with friends and family.</p>	<p>lush green trees. The park is very suitable for calming the m mind and relaxing with friends and family.</p>	
Student 11	<ul style="list-style-type: none"> The city park was so large and beautiful that many people visited there. where many people were enjoying the beautiful scenery. Some bring their families or friends to talk, and some lie down to enjoy the sunshine. The trees around the park create a peaceful atmosphere, and the tall buildings of the city add to the impression of the city park. Making it a very comfortable and beautiful place for people to relax. This city park makes people who visit peaceful and calm. 	<ul style="list-style-type: none"> The city park was so large and beautiful that many people visited there. where many people were enjoying the beautiful scenery. Some bring their families or friends to talk, and some lie down to enjoy the sunshine. The trees around the park create a peaceful atmosphere, and the tall buildings of the city add to the impression of the city park. Making it a very comfortable and beautiful place for people to relax. This city park makes people who visit peaceful and calm. 	<p>This paragraph is coherence and cohesive.</p>
Student 12	<ul style="list-style-type: none"> Park is travel of many people for visited to the park among others children,the adolescent,and parents. In the park available place the more large and more safe because the view is beautifull in surrounding by greening that is tree and grass. The axcept surrounding by greening the park too in building that are tall and glorious.Many people are eating,relaxing,playing and are sunbathing under the burning hot sun while sleep. And there are part 	<ul style="list-style-type: none"> Park is travel of many people for visited to the park among others children,the adolescent,and parents. In the park available place the more large and more safe because the view is beautifull in surrounding by greening that is tree and grass. The axcept surrounding by greening the park too in building that are tall and glorious.Many people are eating,relaxing,playin 	<p>This paragraph is coherence and cohesive.</p>

	<p>of people enjoy atmosphere under the tree and there are part enjoy atmosphere in burning hot sun. Park is place the many people visited for relax, play with other.</p>	<p>g and are sunbathing under the burning hot sun while sleep. And there are part of people enjoy atmosphere under the tree and there are part enjoy atmosphere in burning hot sun. Park is place the many people visited for relax, play with other.</p>	
Student 13	<ul style="list-style-type: none"> • The Beauty and Comfort of Park as a Vacation Place. Park is a beautiful place for people who really love the beauty of nature. Green trees look beautiful and give the park a peaceful to people. As we can see many people visit the park just to talk with friends or relax. Not only because of the beauty of nature but the place is very spacious make people comfortable. For me, park is the best place to vacation with family and friends. 	<ul style="list-style-type: none"> • The Beauty and Comfort of Park as a Vacation Place. Park is a beautiful place for people who really love the beauty of nature. Green trees look beautiful and give the park a peaceful to people. As we can see many people visit the park just to talk with friends or relax. Not only because of the beauty of nature but the place is very spacious make people comfortable. For me, park is the best place to vacation with family and friends. 	This paragraph is coherence and cohesive.
Student 14	<ul style="list-style-type: none"> • Park is beautiful place. We can go to park every day, but usually many people go to park in weekend. View in park very beautiful. There is many trees and then, we can relaxing, conversation with our family or friend. From children until parents there is in park. The children can playing, running, and another. Park is beautiful place, 	<ul style="list-style-type: none"> • Park is beautiful place. We can go to park every day, but usually many people go to park in weekend. View in park very beautiful. There is many trees and then, we can relaxing, conversation with our family or friend. From children until parents there is in park. The children 	This paragraph is coherence and cohesive.

	many people go to park to relaxing in weekend.	can playing, running, and another. Park is beautiful place, many people go to park to relaxing in weekend.	
Student 15	<ul style="list-style-type: none"> Garden is an place to enjoy to people. People there enjoy a park. a Park is something pretty and enjoy. Grass and trees is there in the Garden beautiful. Play and enjoy is people hobby in the garden and Park, city park is beautiful also and enjoy to people. (This content of paragraph is not coherence to the entire sentence). 	<ul style="list-style-type: none"> Garden is an place to enjoy to people. People there enjoy a park. a Park is something pretty and enjoy. Grass and trees is there in the Garden beautiful. Play and enjoy is people hobby in the garden and Park, city park is beautiful also and enjoy to people. (This sentence not well-structured at the content of the entire sentence). 	This paragraph is not coherence and cohesive, the paragraph is not well developed.
Student 16	<ul style="list-style-type: none"> A beautiful park A beautiful park in the middle of the city decorated with tall buildings,very busy with visitors who come there with their family,with their friends,also with their girlfriends They relax and enjoy the cool beauty of the city decorated with dense trees while talking spoiled talk some of them also brought pets and bring food and drinks there are also those lying on mats. 	<ul style="list-style-type: none"> A beautiful park A beautiful park in the middle of the city decorated with tall buildings,very busy with visitors who come there with their family,with their friends,also with their girlfriends They relax and enjoy the cool beauty of the city decorated with dense trees while talking spoiled talk some of them also brought pets and bring food and drinks there are also those lying on mats. 	This paragraph is coherence and cohesive.
Student 17	<ul style="list-style-type: none"> spacious garden This spacious and cool Park is in the middle of the cita and is visited by a variety of visitors ranging from small families,couples and also young children,they come to 	<ul style="list-style-type: none"> spacious garden This spacious and cool Park is in the middle of the cita and is visited by a variety of visitors ranging from small families,couples and 	This paragraph is not coherence and cohesive, the paragraph is not well developed.

	<p>enjoy the beauty of the cita which is surrounded by skyscrapers,there are also some Who bring their peta, and many also bring their pets.relaxing after coming home from work. (This content of paragraph is not coherence to the entire sentence)</p>	<p>also young children,they come to enjoy the beauty of the cita which is surrounded by skyscrapers,there are also some Who bring their peta, and many also bring their pets.relaxing after coming home from work. (This sentence is not well-structured at the content of entire sentence).</p>	
Student 18	<ul style="list-style-type: none"> Enjoy Togetherness in a Beautiful Garden. The park is a place to relieve fatigue, but friends are also often used as a place to exercise and socialize. Like the picture above, many visitors are comfortable spending time there. Because the park offers a peaceful and calm atmosphere with green trees and towering skyscrapers. This park is a suitable choice for gathering with family, couples and friends. People in the park were seen doing many activities such as reading books, relaxing, and basking in the sun. Even though it is in the midst of busy people in the city, the park promises natural beauty in an urban environment. 	<ul style="list-style-type: none"> Enjoy Togetherness in a Beautiful Garden. The park is a place to relieve fatigue, but friends are also often used as a place to exercise and socialize. Like the picture above, many visitors are comfortable spending time there. Because the park offers a peaceful and calm atmosphere with green trees and towering skyscrapers. This park is a suitable choice for gathering with family, couples and friends. People in the park were seen doing many activities such as reading books, relaxing, and basking in the sun. Even though it is in the midst of busy people in the city, the park promises natural beauty in an urban environment. 	This paragraph is coherence and cohesive.
Student 19	<ul style="list-style-type: none"> Crowded Square 	<ul style="list-style-type: none"> Crowded Square 	This paragraph is coherence and cohesive.

	<p>Every city in various regions has a very large square. This square is usually used as a gathering place ranging from children to adults, they spend time with friends and family in that place.</p> <p>The square is also filled with many trees and the beauty of the atmosphere that makes every eye that looks at it will feel happy, not only that there are also many traders who sell various types of snacks and drinks, therefore the Square becomes a very crowded place visited by everyone.</p>	<p>Every city in various regions has a very large square. This square is usually used as a gathering place ranging from children to adults, they spend time with friends and family in that place.</p> <p>The square is also filled with many trees and the beauty of the atmosphere that makes every eye that looks at it will feel happy, not only that there are also many traders who sell various types of snacks and drinks, therefore the Square becomes a very crowded place visited by everyone.</p>	
Student 20	<ul style="list-style-type: none"> • Park it one of places visited by many people, one of which is during holiday time to gather with family. Exercise or just to relax, not only that, there are still many activities that people do in this park. Likely, playing football, sunbathe, talking and others . Every one who is in this park really enjoys the atmosphere and activities they do. Every one is free to visit this park at anytime, this park is very clean so many people feel comfortable visiting this park. Around this park, there are very tall and beautiful buildings which are white in colour so they give an elegant impression. This park there is not a single 	<ul style="list-style-type: none"> • Park it one of places visited by many people, one of which is during holiday time to gather with family. Exercise or just to relax, not only that, there are still many activities that people do in this park. Likely, playing football, sunbathe, talking and others . Every one who is in this park really enjoys the atmosphere and activities they do. Every one is free to visit this park at anytime, this park is very clean so many people feel comfortable visiting this park. Around this park, there are very tall and beautiful 	This paragraph is coherence and cohesive.

	<p>piece of rubbish scattered around, because visitors really maintain cleanliness when visiting this park. This is one of park The cleanest and most comfortable in the city is visited by many people every holiday.</p>	<p>bullrings which are white in colour so they give an elegant impression. This park there is not a single piece of rubbish scattered around, because visitors really maintain cleanliness when visiting this park. This is one of park The cleanest and most comfortable in the city is visited by many people every holiday.</p>	
Student 21	<ul style="list-style-type: none"> • Park is a populer destination for visitors every day, and this place is a beautiful.This place is visited by many people, and this place is very wide with green grass, surrounded by fresh green trees, and surrounded by large and tall buildings. In this place many people are sunbathing, playing, eating, iying down holding babies and enjoying their holidays.Going to holiday to the park is the most beautiful and Unforgettable experience. 	<ul style="list-style-type: none"> • Park is a populer destination for visitors every day, and this place is a beautiful.This place is visited by many people, and this place is very wide with green grass, surrounded by fresh green trees, and surrounded by large and tall buildings. In this place many people are sunbathing, playing, eating, iying down holding babies and enjoying their holidays.Going to holiday to the park is the most beautiful and Unforgettable experience. 	This paragraph is coherence and cohesive.
Student 22	<ul style="list-style-type: none"> • The park is beutifull a serene green space that serves as a perfect getaway for families looking to relax and enjoy quality time together.With its lush greenery and well-maintained lawns, it 	<ul style="list-style-type: none"> • The park is beutifull a serene green space that serves as a perfect getaway for families looking to relax and enjoy quality time together.With its lush greenery and well- 	This paragraph is coherence and cohesive.

	<p>offers an inviting setting for picnics and leisurely outings. Families can be seen spreading blankets on the grass, enjoying meals, and playing games while surrounded by the beauty of the natural landscape. The park's vibrant foliage and pleasant atmosphere create a peaceful retreat from the hustle and bustle of daily life. Overall, it provides an ideal environment for relaxation and bonding in a picturesque setting.</p>	<p>maintained lawns, it offers an inviting setting for picnics and leisurely outings. Families can be seen spreading blankets on the grass, enjoying meals, and playing games while surrounded by the beauty of the natural landscape. The park's vibrant foliage and pleasant atmosphere create a peaceful retreat from the hustle and bustle of daily life. Overall, it provides an ideal environment for relaxation and bonding in a picturesque setting.</p>	
Student 23	<ul style="list-style-type: none"> • A Beautiful Park. Park is a pretty and a beautiful place for visitors in the weekend. Park is a pretty and a beautiful place for visitors in the weekend there is a grass and othree so we will feel amazed. In the park there is green grass, trees Small Flowers growing arround it, birds flying and landing in the park. The park is always busy with people visiting because the park is a cool and beautifull place to anjoy alone or with farmily and other relatives. park is usually Located in the middle of urban areas, so the park becomes the most beautifull point in an area and because of that, the park is always busy with people. Visiting because of its 	<ul style="list-style-type: none"> • A Beautiful Park. Park is a pretty and a beautiful place for visitors in the weekend. Park is a pretty and a beautiful place for visitors in the weekend there is a grass and othree so we will feel amazed. In the park there is green grass, trees Small Flowers growing arround it, birds flying and landing in the park. The park is always busy with people visiting because the park is a cool and beautifull place to anjoy alone or with farmily and other relatives. park is usually Located in the middle of urban areas, so the park becomes 	<p>This paragraph is coherence and cohesive.</p>

	<p>location and easy to reach. Park is a very beautiful Place So we can make it a place for anything, for examples a place to do homework, a picnic place, a place to just gather with friends or family, or place to just relieve our tiredness.</p>	<p>the most beautiful point in an area and because of that, the park is always busy with people. Visiting because of its location and easy to reach. Park is a very beautiful Place So we can make it a place for anything, for examples a place to do homework, a picnic place, a place to just gather with friends or family, or place to just relieve our tiredness.</p>	
Student 24	<ul style="list-style-type: none"> • Playing in city park. Playing in city parks is a fun and relaxing experience. Imagine a sunny afternoon, where children are running around in a play area with swings and slides, while adults are sitting on park benches, reading books or chatting. City parks are usually surrounded by green trees which provide coolness and fresh air. Some people may be taking a leisurely stroll on the winding sidewalks, enjoying the view of the blooming flowers. There are also those who bring their dogs to play in the special pet area. City parks are an ideal place to unwind and enjoy time with family and friends. 	<ul style="list-style-type: none"> • Playing in city park. Playing in city parks is a fun and relaxing experience. Imagine a sunny afternoon, where children are running around in a play area with swings and slides, while adults are sitting on park benches, reading books or chatting. City parks are usually surrounded by green trees which provide coolness and fresh air. Some people may be taking a leisurely stroll on the winding sidewalks, enjoying the view of the blooming flowers. There are also those who bring their dogs to play in the special pet area. City parks are an ideal place to unwind and enjoy time with family and friends. 	<p>This paragraph is coherence and cohesive.</p>

Appendix 5 The Result Student Challenges Semi-Structured Interview

Miles, Huberman and Saldana (2018)

No.	Aspect	Final Code
1.	Linguistic Competence <ul style="list-style-type: none"> - Vocabulary Mastery <ul style="list-style-type: none"> - Unfamiliar of adverb - Grammar Proficiency <ul style="list-style-type: none"> - Unfamiliar of active voice - Mechanics Writing <ul style="list-style-type: none"> - Inability of using spelling 	LC LC-VM LC-VM-UA LC-GP LC-GP-UAV LC-MW LC-MW-IUS
2.	Discourse Competence <ul style="list-style-type: none"> - Coherent Paragraph <ul style="list-style-type: none"> - Inability of writing body sentence - Cohesive Paragraph <ul style="list-style-type: none"> - Unfamiliar of conjunction - Developing paragraph <ul style="list-style-type: none"> - Inability of writing coherent and cohesive paragraph 	DC DC-CP DC-CP-IWBS DC-COP DC-COP-UC DC-DP DC-DP-IWCCP

Appendix 6 Semi-Structured Interview Guideline

Title	Investigating students' challenges in descriptive paragraph writing at a Private University in Indonesia
Purposes	To find out students' challenges in descriptive paragraph writing.
Source	Hyland (2003)

No.	Source	Aspect	Purpose	Items
1.	Hyland (2003)	Linguistic Competence	<ol style="list-style-type: none"> 1. To find out the challenges in terms of vocabulary mastery 2. To find out the challenges in terms of grammar proficiency 3. To find out the challenges in terms of mechanics writing. 	3
2.		Discourse Competence	<ol style="list-style-type: none"> 1. To find out the challenges in terms of coherence paragraph 2. To find out the challenges in terms of cohesive paragraph. 3. To find out the challenges in terms of developing paragraph. 	3

Appendix 7 Students' Interview Questions Guideline

1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!
2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!
3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!
4. What makes you find challenges when writing descriptive paragraph in terms of grammar proficiency? Explain!
5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!
6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!
7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!
8. What makes you find challenges when writing descriptive paragraph in terms of writing coherence paragraph? Explain!
9. In terms writing of cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!
10. What makes you find challenges when writing descriptive paragraph in terms of writing cohesive paragraph Explain!
11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!
12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!

Appendix 8 Interview Transcript

Students' Semi-structured Interview Transcripts

Day/Date : Wednesday, 11 September 2023
 Place : Classroom
 Time : 13:30
 Name of interviewer : Elis Amaliah Risqiana
 Member of interviewee : The third semester

Participant	Student's Interview Questions	Student's Statements	Pre-Code	Final Code	Code
Student 1	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	In writing descriptive paragraphs, I find it more <i>complicated to determine adverb and adjective words.</i>	Complicated to determine adverb and adjective words.	Inability of using Adverb and Adjective	S1-VM-IUAA
	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	Because English is not my mother tongue, so I <i>can't really understand the meaning of adverbs and adjectives.</i>	Can't really understand the meaning of adverbs and adjectives	Unfamiliar of the Adverb and Adjective	S1-VM-UAA
	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!	I still <i>don't understand about active voice</i> , but for simple present tense a little understand .	Not understanding of active voice	Unfamiliar of Active Voice	S1-GP-UAV
	4. What makes you find challenges	I don't use the grammar every day, so I <i>forgot</i>	Forgot the use of grammar formula	Inability of using	S1-GP-IUGR

	when writing descriptive paragraph in terms of grammar proficiency? Explain!	<i>to use the formula.</i>		grammar rule	
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>lacked a writing mechanism</i> in the <i>spelling section.</i>	Lack of writing mechanism in spelling	Spelling difficulty	S1-MW-SD
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I am <i>confused about the correct way to write word, in English writing and speech are sometimes different.</i>	Confused of writing correct word due to difference written and spoken word	Inability of writing correct word	S1-MW-IWCW
	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>feel disconnected when writing topic sentences to body sentences and conclude sentences</i> in descriptive paragraph writing,	Disconnected while writing topic sentence, body sentence, and concluding sentence	Inability of writing paragraph structure	S1-CP-IWPS
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence	I <i>don't understand when connecting paragraph</i> after entering the beginning of each section	Not understanding to connect paragraph	Inability to connect paragraph	S1-CP-ICP

	paragraph? Explain!				
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I don't understand conjunctions well and I don't know the meaning of the conjunctions.	Not understanding the conjunction and its meaning	Unfamiliar of conjunction	S1-COP-UC
	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	I do not appropriately use conjunctions in each sentence in the paragraphs.	Not appropriately use conjunctions in each sentence	Inability of using conjunction	S1-COP-IUC
	11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I am still difficult in understanding and connecting coherent and cohesive descriptive paragraph writing.	Difficulty in understanding and connecting coherent and cohesive	Coherent and Cohesive difficulty	S1-DP-CCD
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	Structure of paragraph that I wrote seems incompatible or unconnected	I wrote seems incompatible or unconnected	Inability of writing paragraphs	S1-DP-IWP

Student 2	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>confused about determining adjectives and adverbs</i> in writing descriptive paragraphs.	Confused to determining adjective and adverb	Inability of using Adjective and Adverb	S2-VM-IUAA
	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	I <i>have difficulty to find of the meaning adjective and adverb</i> in descriptive paragraph writing	Difficulty to find the meaning of adjective and adverb	Unfamiliar of Adjective and Adverb	S2-VM-UAA
	3. In terms of grammar profeciency, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>find the challenging to understand active voice</i> , especially in the discussion how to well write about grammar in descriptive paragraph writing	Find the challenging to understand active voice	Unfamiliar of Active Voice	S2-GP-UAV
	4. What makes you find challenges when writing descriptive paragraph in terms of grammar profeciency? Explain!	I <i>find the difficulty to understand the formulas in each tense and it is also difficult to organize based on the tenses.</i>	Find the difficulty to understand the formulas in each tense and organize based on the tenses.	Grammar rule difficulty	S2-GP-GRD
	5. In terms of mechanics writing, what challenges do you encounter in writing	I <i>find the challenging to determine the spelling</i> in the descriptive paragraph.	Find the challenging to determine the spelling	Inability of using Spelling	S2-MW-IUS

	descriptive paragraph? Explain!				
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I <i>have less knowledge about the appropriate writing mechanism especially spelling</i> in descriptive paragraph writing.	Have less knowledge about the appropriate writing mechanism especially spelling	Inability of writing correct word	S2-MW-IWCW
	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>have difficulty choosing words to write in the body sentences</i> section.	Have difficulty choosing words to write in body sentences	Inability of writing Body sentences	S2-CP-IWBS
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	I am still <i>confused and uncertain in writing descriptive paragraphs</i> in each paragraph.	Confused and uncertain in writing descriptive paragraphs	Inability to write paragraph	S2-CP-ICUP
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>lack an understanding of the conjunctions in each sentence</i> in writing descriptive paragraphs.	Lack an understanding of the conjunctions in each sentence	Unfamiliar of conjunction	S2-COP-UC

	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	I'm still <i>confused with the sentence</i> , is it cohesive or <i>not connected to the sentence</i>	Find confused to connect	Conjunction difficulty	S2-COP-CD
	11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>have poor understanding of coherent and cohesive</i> in descriptive paragraph writing.	Have poor understanding of coherent and cohesive	Unfamiliar of and Coherent Cohesive paragraph	S2-DP-UCCP
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I feel I am <i>not developing the descriptive paragraph correctly</i> .	Not developing the descriptive paragraph correctly.	Inability of writing paragraph	S2-DP-IWP
Student 3	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>still not right in writing of adverb</i> in the descriptive paragraph writing.	Incorrect in writing of adverb	Inability of using Adverb	S3-VC-IUA
	2. What makes you find challenges when writing descriptive	I am still <i>confused about appropriate the meaning of adverb</i> in	Confused of appropriate meaning of adverb	Unfamiliar of Adverb	S3-VC-UA

	paragraph in terms of vocabulary mastery? Explain!	descriptive paragraph writing.			
	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>still don't understand about active voice</i> , but for simple present tense a little understand .	Not understanding of active voice	Unfamiliar of Active Voice	S3-GP-UUAV
	4. What makes you find challenges when writing descriptive paragraph in terms of grammar proficiency? Explain!	It's <i>challenging to understand grammar, each tense has its formula</i> that makes me sometimes forget and not use it properly.	Challenging to understand grammar, each tense and formula	Unfamiliar of grammar rule	S3-GP-UGR
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!	I still <i>make mistakes in the punctuation mechanism</i> .	Make mistakes in the punctuation mechanism	Inability of using Punctuation	S3-MW-IUP
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I still <i>cannot use clear of punctuation</i> in my descriptive paragraph writing.	Cannot use clear of punctuation	Inability of using punctuation	S3-MW-IUP

	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>not yet correct in writing body sentences and conclude sentences</i> in paragraph descriptive writing.	Incorrect of writing body sentences and conclude sentences	Inability of writing body sentences and conclude sentences	S3-CP-IWBSC S
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	I think, I <i>not appropriate to write paragraph descriptive writing</i>	Inappropriate to write paragraph descriptive writing	Inability to write paragraph	S3-CP-IWP
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>lack understanding the meaning of conjunctions</i> in each sentence.	Lack understanding the meaning of conjunction	Unfamiliar of conjunction	S3-COP-UC
	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	When I write between sentences, <i>it feels disconnected and I don't have enough ideas</i> in paragraph descriptive writing.	disconnected between sentences and not have ideas	Conjunction difficulty	S3-COP-CD
	11. In terms of developing paragraph,	In writing descriptive paragraphs <i>I still</i>	Lack of coherent and cohesive writing	Coherent & cohesive difficulty	S3-DP-CCD

	what challenges do you encounter in writing descriptive paragraph? Explain!	<i>lack coherent and cohesive</i> in writing descriptive paragraph.			
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I find the <i>challenging to expand the English language in the paragraphs</i>	challenging to expand the English language in the paragraphs	Inability of writing paragraph	S3-DP-IWP
Student 4	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>not able to determine the meaning of all the vocabulary</i> in the descriptive paragraph writing.	Not able to determine the meaning of all vocabulary	Unfamiliar of vocabulary	S4-VC-UAV
	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	I can't speak English well and lack of practice and <i>not familiar with the meaning of each vocabulary word.</i>	Not familiar with the meaning of each vocabulary word	Unfamiliar of vocabulary	S4-VC-UAV
	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive	I <i>have limited knowledge of the used grammar especially in active voice and simple present tense</i> in writing descriptive paragraphs.	Have limited knowledge of the used grammar especially in active voice and simple present tense	Unfamiliar of active voice and simple present tense	S4-GP-UAVS PT

	paragraph? Explain!				
	4. What makes you find challenges when writing descriptive paragraph in terms of grammar proficiency? Explain!	I don't learn enough about the formulas in the tenses, so I <i>get confused when writing sometimes it's wrong for the writing formula in grammar also.</i>	Confused of the formula in grammar	Inability of using grammar rules	S4-GP-IUGR
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!	I have <i>less understanding of all the writing mechanics such as spelling, punctuation, and capitalization</i> in the descriptive paragraph.	Less understanding all of the mechanics writing such as spelling, punctuation, and capitalization	Unfamiliar of mechanics writing	S4-MW-UMW
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I <i>don't know the appropriate arrangement word</i> and there is a <i>lack the meaning of mechanism</i> in descriptive paragraphs writing.	Not appropriate arrangement word and lack the meaning of mechanism writing	Mechanics of writing difficulty	S4-MW-MWD
	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I'm still <i>not sure about each topic sentences, body sentences and conclude sentence.</i>	Not sure to write each paragraph writing	Inability of writing paragraph structure	S4-CO-IWPS

	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	I <i>can't develop paragraph writing its well and accurately</i> all paragraph.	Can't develop well and accurately paragraph writing	Inability to connect paragraph	S4-CO-ICP
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	It is <i>difficult to understand the meaning of conjunctions</i> in each sentence in the descriptive paragraph.	Difficult to understand the meaning of conjunctions	Unfamiliar of Conjunctions	S4-COP-UC
	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	Makes me <i>unsure of these sentences is incompatible and unconnected.</i>	Unsure of these sentences compatible and connected	Inability of using conjunction	S4-COP-IUC
	11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>still lack an understanding of coherent and cohesive writing</i> in descriptive paragraph	Lack of understanding in coherent and cohesive writing	Unfamiliar of Coherent and cohesive paragraph	S4-DP-UCCP

	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I really <i>lack of the development in writing a descriptive paragraph</i>	Lack of development in writing a descriptive paragraph	Inability of writing paragraph	S4-DP-IWP
Student 5	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>confused about the adverb</i> vocabulary when writing descriptive paragraphs.	Confused about the adverb	Unfamiliar of Adverb	S5-VC-UA
	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	I am <i>confused about the correct placement of the adverb</i> in the descriptive paragraph.	Confused about the correct placement of the adverb	Inability of using adverb	S5-VC-IUA
	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>still don't understand about active voice</i> in writing descriptive paragraph	Not understanding about of active voice	Unfamiliar of Active voice	S5-GP-UAV
	4. What makes you find challenges when writing descriptive paragraph in	I <i>often forgot the formula</i> , making descriptive paragraphs.	Often forgot the formula	Inability of using grammar rule	S5-GP-IUGR

	terms of grammar proficiency? Explain!				
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>lack</i> when <i>people mention of vocabulary that is spelling</i>	Lack of vocabulary spelling	Unfamiliar of Spelling	S5-MW-US
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I <i>don't hear clearly when the vocabulary is mentioned</i> and I also <i>lack of knowledge in spelling</i> .	Lack of knowledge in spelling	Unfamiliar of Spelling	S5-MW-SD
	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>still not able to determine the body sentences</i> in descriptive paragraph writing.	Not able to determine the body sentences	Inability of writing Body sentences	S5-CP-IWBS
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	I <i>don't focus on one idea</i> and <i>I don't connect in paragraphs</i> .	Unfocused in one idea and cannot to connect in paragraph	Inability to connect paragraph	S5-CP-ICP

	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>Lack of understanding of conjunctions</i> in writing descriptive paragraphs	Lack understanding of conjunctions	Unfamiliar of Conjunction	S5-COP-UC
	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	I am <i>not effective in connecting sentences to other sentences.</i>	Not effective to connect the sentences	Inability of using conjunction	S5-COP-IUC
	11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>do not understand in coherent writing</i> descriptive paragraph.	Not understand in coherent writing	Unfamiliar of Coherent paragraph	S5-DP-UCP
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I <i>unfocused on writing coherently between paragraph</i> in descriptive writing.	Unfocused on writing coherent paragraph	Inability of writing paragraph	S5-DP-IWPC

Student 6	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I cannot determine the meaning of adjective and adverb in the descriptive paragraph.	Cannot determine meaning of adjective and adverb	Inability of using Adjective and adverb	S6-VC-UAA
	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	I unable the understanding meaning of adjective and adverb in writing descriptive paragraphs.	Unable the understanding meaning of adjective and adverb	Unfamiliar of Adjective and adverb	S6-VM-UAA
	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!	I don't understand all the tenses such as simple present tense and active voice in the descriptive paragraph.	Not understand about simple present tense and active voice	Unfamiliar of active voice and simple present tense	S6-GM-UAVS PT
	4. What makes you find challenges when writing descriptive paragraph in terms of grammar proficiency? Explain!	I have an incorrect formula grammar when writing in descriptive paragraph writing.	Incorrect formula when writing	Inability of using grammar rules	S6-GM-IUGR
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive	I am not able to determine the appropriate spelling of words when mentioning vocabulary.	Unable determine the appropriate spelling of words	Inability of using spelling	S6-MW-US

	paragraph? Explain!				
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I cannot understand the writing of spelling correctly in descriptive paragraph writing	Cannot understand the writing of spelling correctly	Unfamiliar of writing correct word	S6-MW-UWC W
	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I find challenging to determine topic sentences and body sentences in writing descriptive paragraphs.	Find challenging to determine topic sentences and body sentences	Inability of writing topic sentences and body sentences	S6-CP-IWTSB S
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	I don't focus on one idea and makes the descriptive paragraph unconnected.	Unfocused on one idea in making the descriptive paragraph writing unconnected	Inability to connect paragraph	S6-CP-ICP
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I struggle to use conjunctions correctly in writing descriptive paragraphs.	Struggle to use conjunctions correctly	Inability of using Conjunctions	S6-COP-IUC

	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	I <i>find challenging to determine the next idea between sentences</i>	Find challenging to determine the next idea between sentences	Inability of using conjunction	S6-COP-IUC
	11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>have low understanding of cohesive writing</i>	Have low understanding of cohesive writing	Unfamiliar of Cohesive paragraph	S6-DP-UCOP
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	It is <i>very difficult to write the next word in between sentence</i>	Very difficult to write the next word in sentence	Inability of writing sentences	IWS
Student 7	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>Confused about the meaning of verb</i> in descriptive paragraph writing, there are many verbs, and 1, 2, and 3. so I'm not sure what verb this is.	Confused about the meaning of verbs	Unfamiliar of Verb	S7-VM-UV

	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	I'm <i>not confident in determining of verb</i> in writing descriptive paragraphs.	Not confident in determining of verb	Inability of using verb	S7-VM-IUV
	3. In terms of grammar profeciency, what challenges do you encounter in writing descriptive paragraph? Explain!	I still <i>don't understand about active voice</i> , but for simple present tense a little understand .	Not understanding of active voice	Unfamiliar of Active Voice	S7-GP-UAV
	4. What makes you find challenges when writing descriptive paragraph in terms of grammar profeciency? Explain!	I <i>lack the ability to remember the formulas in the tense of active voice</i> , so when I'm writing a descriptive paragraph, I'm afraid.	Lack the ability to remember the formula in tenses of active voice	Inability of using grammar rule	S7-GP-IUGR
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!	My challenge is more about the <i>spelling because it is incorrect for the writing</i> .	Spelling it is incorrect for the writing.	Inability of using Spelling	S7-MW-IUS
	6. What makes you find challenges when writing descriptive paragraph in terms of	I <i>have difficulty writing the word mentioned</i> .	Have difficulty writing the word mentioned	Inability of writing correct word	S7-MW-IWCW

	mechanics writing? Explain!				
	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>find the challenging to write body sentences</i> in descriptive paragraph writing.	Find challenging to write body sentences	Inability of writing Body sentences	S7-CP-IWBS
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	I feel <i>confused about what language I can use</i> , which often <i>makes my writing unstructured or unspecific.</i>	My writing makes confused and unstructured or unspecific	Inability to connect paragraph	S7-CP-ICP
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>don't understand the use conjunctions well and I don't know the meaning</i> of the conjunctions.	Not understand the use conjunctions well and not know the meaning	Conjunctions difficulty	S7-COP-CD
	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive	I <i>feel confused about how to place the sentence correctly</i> , I'm afraid <i>the conjunction make no clear meaning.</i>	Feel confused about the sentence correctly, and conjunction is unclear	Conjunction difficulty	S7-COP-CD

	paragraph? Explain!				
	11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I still lack understanding in coherent and cohesive descriptive paragraph writing.	Lack understanding in coherent and cohesive	Unfamiliar of Coherent & Cohesive paragraph	S7-DP-UCCP
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I often lack of ideas in writing, makes me unfocused in one discussion.	Lack of ideas in writing makes not focused	Inability of writing paragraph	S7-DP-IWPC
Student 8	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I have difficulty determining adjectives in writing descriptive paragraphs	Have difficulty determining adjectives	Inability of using Adjective	S8-VM-IUA
	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	I am confused about the correct writing adjective and I don't know the appropriate writing position.	Confused the correct writing adjective and not know the appropriate writing position	Adjective difficulty	S8-VM-AD

	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!	I still don't understand about active voice , but for simple present tense a little understand	Not understanding of active voice	Unfamiliar of Active Voice	S8G-GP-UAV
	4. What makes you find challenges when writing descriptive paragraph in terms of grammar proficiency? Explain!	I can't memorize the formulas in active voice and sometimes the formulas get mixed up, it is not appropriate	Can't memorize the formulas in active voice and the formulas it's inappropriate	Grammar rule difficulty	S8-GP-GRD
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!	My struggles in the writing mechanism are spelling and punctuation	Struggles in the writing mechanism: spelling and punctuation	Inability of using Spelling and punctuation	S8-MW-IUSP
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I often write incorrectly when spelled out and I also get confused about where the punctuation marks stop.	Often write incorrectly when spelled out and confused about punctuation marks stop	Inability of using punctuation and spelling	S8-MW-IUPS
	7. In terms of writing coherence paragraph, what	I find writing body sentences very challenging in descriptive	Find writing body sentences very challenging	Inability of writing Body sentences	S8-CP-IWBS

	challenges do you encounter in writing descriptive paragraph? Explain!	paragraph writing.			
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	I <i>usually get unfocused and out of ideas when writing descriptive paragraph</i> writing.	Usually get not focused and out of ideas	Inability to connect paragraph	S8-CP-ICP
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>unable to use conjunctions appropriately</i> in my descriptive paragraph writing.	Not able to use conjunctions appropriately	Inability of using Conjunctions	S8-COP-IUC
	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	I am <i>not sure that the sentences do not match each other sentences</i> and do <i>not connect with the meaning</i> .	Unsure the sentences do not match each other sentences and not connect the meaning	Inability of using conjunction	S8-COP-IUS
	11. In terms of developing paragraph, what challenges do you encounter in writing	I <i>don't feel good in writing coherent and cohesive</i> descriptive paragraphs.	Not feel good in writing coherent and cohesive	Inability of writing Coherent and Cohesive paragraph	S8-DP-ICCP

	descriptive paragraph? Explain!				
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I feel that the discussion I have written is a bit similar in writing descriptive paragraphs.	Have written a bit similar in writing descriptive paragraphs	Inability of writing paragraph	S8-DP-IWP
Student 9	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I am still confused in choosing meaning of adverb in descriptive paragraph writing.	Confused in choosing meaning of adverb	Unfamiliar of Adverb	S9-VC-UA
	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	I don't know how to appropriately use adverb in a descriptive paragraph.	Not know to appropriate use adverb	Inability of using Adverb	S9-VC-IUA
	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!	I still don't understand about active voice , but for simple present tense a little understand.	Not understanding of active voice in writing	Unfamiliar of Active Voice	S9-GP-UAV

	4. What makes you find challenges when writing descriptive paragraph in terms of grammar proficiency? Explain!	I'm still <i>confused about the use of formulas in each tense especially active voice</i> and how to compose sentences also.	Confused about the use of formulas in each tense especially active voice	Inability of using grammar rule	S9-GP-IUGR
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!	My <i>trouble in writing mechanics is spelling</i> in descriptive paragraph writing	Trouble in writing mechanics spelling	Inability of using Spelling	S9-MW-IUS
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I am <i>confused about writing double letters</i> because I don't know so the writing is <i>not appropriate</i> .	Confused about writing double letters which is inappropriate	Inability of using Spelling	S9-MW-IWCW
	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>find hard to write body sentences</i> in descriptive paragraph writing.	Find hard to write body sentences	Inability of writing Body sentences	S9-CP-IWBS

	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	When I write body sentences, I <i>feel incoherent in writing a descriptive paragraph writing.</i>	Not coherent in writing a descriptive paragraph writing	Inability to write paragraph	S9-CP-IWP
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>confused about the correct use of conjunctions</i> in descriptive paragraph writing.	Confused the correct use of conjunctions	Inability of using Conjunctions	S9-COP-IUC
	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	I'm still <i>not good to write from sentence to sentence</i> paragraph descriptive writing.	Not good to write from sentence to sentence	Inability of using conjunction	S9-COP-IUC
	11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I am more <i>inconsistent in writing coherent paragraphs</i> in descriptive paragraph writing.	Not consistent in writing coherent paragraph	Inability of writing Coherent Paragraph	S9-DP-IWCP

	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I <i>find the challenging to develop my writing paragraph</i>	Find the challenging to develop my writing paragraph	Inability of writing paragraph	S9-DP-IWP
Student 10	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>find the challenging to write adverbs</i> in descriptive paragraphs.	Find the challenging to write adverb	Inability of using Adverb	S10-VM-IUA
	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	I <i>don't know the meaning of adverbs</i> and I <i>don't know</i> what order <i>to write adverbs properly</i> .	Not know the meaning of adverb and not know to write adverb proper	Adverb difficulty	S10-VM-AD
	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!	I still <i>don't understand about active voice</i> , but for simple present tense a little understand.	Not understand about active voice	Unfamiliar of Active Voice	S10-GP-UAV
	4. What makes you find challenges when writing descriptive paragraph in	I <i>don't understand the use of formulas in active voice</i> .	Not understand the use of formulas in active voice	Inability of using Grammar rule	S10-GP-IUGR

	terms of grammar proficiency? Explain!				
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>find the challenging to insert the punctuation correctly.</i>	Find the challenging insert the punctuation correctly	Inability of using Punctuation	S10-MW-IUP
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I am <i>confused about using dots and commas</i> in writing descriptive paragraphs.	Confused about using dots and commas	Inability of using punctuation	S10-MW-IUP
	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>not clear when writing about body sentences and conclude sentences</i> in descriptive paragraph writing.	Unclear to write body sentences and conclude sentences	Inability of writing Body sentences and conclude sentences	S10-CP-IWBSCS
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	I feel that when I <i>write my writing, it is not connected and inappropriate</i> to the discussion in the descriptive paragraph writing.	The writing is unconnected and inappropriate	Inability to connect paragraph	S10-CP-ICP

	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>have a poor understanding of the conjunctions</i> from one sentence to another.	Have a poor understanding of the conjunction	Unfamiliar of Conjunctions	S10-COP-UC
	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	I'm <i>not confident in writing from one sentence to another sentence.</i>	Not confident in writing from one sentence to another sentence	Inability of using conjunction	S10-COP-IUC
	11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I still have <i>less of writing coherent and cohesive</i> in descriptive paragraph writing.	Less of writing coherent and cohesive	Inability of writing Coherent and Cohesive paragraph	S10-DP-IWCCP
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I am <i>limited in developing my writing in descriptive paragraph.</i>	Limited developing my writing in descriptive paragraph	Inability of writing paragraph	S10-DP-IWPC

Student 11	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I am not sure how to determine the adverb in the descriptive paragraph.	Unsure to determine the adverb	Inability of using Adverb	S11-VM-IUA
	2. What makes you find challenges when writing descriptive paragraph in terms of vocabulary mastery? Explain!	Because I don't know the meaning of adverb	Not know the meaning of adverb	Unfamiliar of adverb	S11-VM-UA
	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!	I still don't understand about active voice , but for simple present tense a little understand .	Not understanding of active voice	Unfamiliar of Active voice	S11-GP-UAV
	4. What makes you find challenges when writing descriptive paragraph in terms of grammar proficiency? Explain!	I'm worried about add formula in active voice tense , because sometimes I'm backward in writing descriptive paragraphs.	Worried add formula in active voice tense	Inability of using grammar rule	S11-GM-IUGR
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive	I find the tricky for the writing mechanics in the punctuation section	Find the tricky for the writing mechanics in the punctuation section	Inability of using Punctuation	S11-MW-IUP

	paragraph? Explain!				
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	I am <i>uncertain about the correct use of punctuation in writing</i> descriptive paragraphs.	Not certain about the correct use of punctuation in writing	Inability of using punctuation	S11-MW-IUP
	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>not correct for writing the body sentences</i> in the descriptive paragraph.	Uncorrect for writing the body sentences	Inability of writing body sentences	S11-CP-IWBS
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	When I write, I feel that I <i>can't define the sentence body, making my writing unclear.</i>	Cannot body sentences, making my writing unclear	Inability to connect paragraph	S11-CP-ICP
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I do <i>not recognize the meaning of the well conjunction.</i>	Not recognize the meaning of conjunction well	Unfamiliar of Conjunction	S11-COP-UC

	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	I'm <i>not able to connect my writing to the sentence before or after.</i>	Unable to connect writing to the sentence before or after	Inability of using conjunction	S11-COP-IUC
	11. In terms of developing paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>lack of coherent writing</i> in the descriptive paragraph.	Lack of coherent writing	Inability of writing Coherent paragraph	S11-DP-IWCP
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I <i>find the challenging to connect paragraph structures rather than sentences to sentences.</i>	Find the challenging to connect paragraph structures rather than sentences to sentences	Inability of writing paragraph	S11-DP-IWP
Student 12	1. In terms of vocabulary mastery, what challenges do you encounter in writing descriptive paragraph? Explain!	I am <i>not sure how to determine the adverb</i> in the descriptive paragraph.	Unsure to determine the adverb	Inability of using Adverb	S12-VM-IUA
	2. What makes you find challenges when writing descriptive	Because I <i>don't know the meaning of adverb</i>	Notknow the meaning of adverb	Unfamiliar of adverb	S12-VM-UA

	paragraph in terms of vocabulary mastery? Explain!				
	3. In terms of grammar proficiency, what challenges do you encounter in writing descriptive paragraph? Explain!	I still <i>don't understand about active voice</i> in writing descriptive paragraph, but for simple present tense a little understand.	Not understanding of active voice	Unfamiliar of Active Voice	S12-GM-UAV
	4. What makes you find challenges when writing descriptive paragraph in terms of grammar proficiency? Explain!	It's <i>a bit difficult to use active voice formulas</i> in every descriptive paragraph	A bit difficult to use active voice formulas	Inability of using grammar rule	S12-GP-IUGR
	5. In terms of mechanics writing, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>lack accuracy in the writing mechanism, especially in the spelling section.</i>	Lack accuracy in the writing mechanism, especially in the spelling section	Inability of using Spelling	S12-MW-IUS
	6. What makes you find challenges when writing descriptive paragraph in terms of mechanics writing? Explain!	My writing is <i>not appropriate when it is expressed, I don't know how to write the words word by word.</i>	Inappropriate expressed, and not know to write the words word by word	Inability of writing correct word	S12-MW-IWCW

	7. In terms of writing coherence paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	<i>I do not write the body sentences</i> in the descriptive paragraph correctly.	Not write the body sentences	Inability of writing body sentences	S12-CP-IWBS
	8. What makes you find challenges when writing descriptive paragraph in terms of coherence paragraph? Explain!	When I <i>write body sentences, it feels disconnected of paragraph</i>	Write body sentences that is disconnected	Inability to write paragraph	S12-CP-ICP
	9. In terms of writing cohesive paragraph, what challenges do you encounter in writing descriptive paragraph? Explain!	I <i>don't understand every conjunction used in each sentences.</i>	Not understand every conjunction in each sentence	Unfamiliar of Counjunction	S12-COP-UC
	10. What makes you find challenges when writing descriptive paragraph in terms of cohesive paragraph? Explain!	I have a <i>lack of ideas from one sentence to another sentences.</i>	Lack of ideas from one sentence to another sentences	Inability of using conjunction	S12-COP-IUS
	11. In terms of developing paragraph,	I <i>lack understand in writing coherent</i>	Lack understand in writing	Inability of writing Coherent and	S12-DP-IWCCP

	what challenges do you encounter in writing descriptive paragraph? Explain!	and cohesive descriptive paragraphs.	coherent and cohesive	Cohesive paragraph	
	12. What makes you find challenges when writing descriptive paragraph in terms of developing paragraph? Explain!	I am not confident in writing each sentences and paragraphs as well.	Unconfident in writing each sentence and paragraphs	Inability of writing paragraph	S12-DP-IWP

Appendix 9 The Result of Students' Semi-Structured Interview

Linguistic Competence			
Students	Vocabulary Mastery	Grammar proficiency	Mechanism writing
1	<ul style="list-style-type: none"> • Inability of using Adverb and Adjective • Unfamiliar of the Adverb and Adjective 	<ul style="list-style-type: none"> • Unfamiliar of Active Voice • Inability of using grammar rule 	<ul style="list-style-type: none"> • Spelling difficulty • Inability of writing correct word
2	<ul style="list-style-type: none"> • Inability of using Adjective and Adverb • Unfamiliar of Adjective and Adverb 	<ul style="list-style-type: none"> • Unfamiliar of Active Voice • Grammar rule difficulty 	<ul style="list-style-type: none"> • Inability of using Spelling • Inability of writing correct word
3	<ul style="list-style-type: none"> • Inability of using Adverb • Unfamiliar of Adverb 	<ul style="list-style-type: none"> • Unfamiliar of Active Voice • Unfamiliar of grammar rule 	<ul style="list-style-type: none"> • Inability of using Punctuation • Inability of using punctuation
4	<ul style="list-style-type: none"> • Unfamiliar of vocabulary • Unfamiliar of the vocabulary 	<ul style="list-style-type: none"> • Unfamiliar of active voice and simple present tense • Inability of using grammar rules 	<ul style="list-style-type: none"> • Unfamiliar of mechanics writing • Mechanics of writing difficulty
5	<ul style="list-style-type: none"> • Unfamiliar of Adverb • Inability of using adverb 	<ul style="list-style-type: none"> • Unfamiliar of Active voice • Inability of using grammar rule 	<ul style="list-style-type: none"> • Unfamiliar of spelling • Unfamiliar of Spelling
6	<ul style="list-style-type: none"> • Inability of using Adjective and adverb • Unfamiliar of Adjective and adverb 	<ul style="list-style-type: none"> • Unfamiliar of active voice and simple present tense • Inability of using grammar rules 	<ul style="list-style-type: none"> • Inability of using spelling • Unfamiliar of writing correct word
7	<ul style="list-style-type: none"> • Unfamiliar of Verb • Inability of using verb 	<ul style="list-style-type: none"> • Unfamiliar of Active Voice • Inability of using grammar rule 	<ul style="list-style-type: none"> • Inability of using Spelling • Inability of writing correct word

8	<ul style="list-style-type: none"> • Inability of using Adjective • Adjective difficulty 	<ul style="list-style-type: none"> • Unfamiliar of Active Voice • Grammar rule difficulty 	<ul style="list-style-type: none"> • Inability of using Spelling and punctuation • Inability of using punctuation and spelling
9	<ul style="list-style-type: none"> • Unfamiliar of Adverb • Inability of using Adverb 	<ul style="list-style-type: none"> • Unfamiliar of Active Voice • Inability of using grammar rule 	<ul style="list-style-type: none"> • Inability of using Spelling • Inability of using Spelling
10	<ul style="list-style-type: none"> • Inability of using Adverb • Adverb difficulty 	<ul style="list-style-type: none"> • Unfamiliar of Active Voice • Inability of using grammar rule 	<ul style="list-style-type: none"> • Inability of using Punctuation • Inability of using punctuation
11	<ul style="list-style-type: none"> • Inability of using Adverb • Unfamiliar of adverb 	<ul style="list-style-type: none"> • Unfamiliar of Active voice • Inability of using grammar rule 	<ul style="list-style-type: none"> • Inability of using Punctuation • Inability of using punctuation
12	<ul style="list-style-type: none"> • Unfamiliar of Adverb • Unfamiliar of adverb 	<ul style="list-style-type: none"> • Unfamiliar of Active Voice • Inability of using grammar rule 	<ul style="list-style-type: none"> • Inability of using Spelling • Inability of writing correct word
Discourse Competence			
Students	Coherent Paragraph	Cohesive Paragraph	Developing Paragraph
1	<ul style="list-style-type: none"> • Inability of writing paragraph structure • Inability to connect paragraph 	<ul style="list-style-type: none"> • Unfamiliar of conjunction • Inability of using conjunction 	<ul style="list-style-type: none"> • Coherent and Cohesive difficulty • Inability of writing paragraphs
2	<ul style="list-style-type: none"> • Inability of writing Body sentences • Inability to write paragraph 	<ul style="list-style-type: none"> • Unfamiliar of conjunction • Conjunction difficulty 	<ul style="list-style-type: none"> • Unfamiliar of Coherent and Cohesive paragraph • Inability of writing paragraph
3	<ul style="list-style-type: none"> • Inability of writing body sentences and conclude sentences 	<ul style="list-style-type: none"> • Unfamiliar of conjunction • Conjunction difficulty 	<ul style="list-style-type: none"> • Coherent & cohesive difficulty

	<ul style="list-style-type: none"> • Inability to write paragraph 		<ul style="list-style-type: none"> • Inability of writing paragraph
4	<ul style="list-style-type: none"> • Inability of writing paragraph structure • Inability to connect paragraph 	<ul style="list-style-type: none"> • Unfamiliar of Conjunctions • Inability of using conjunction 	<ul style="list-style-type: none"> • Unfamiliar of Coherent and cohesive paragraph • Inability of writing paragraph
5	<ul style="list-style-type: none"> • Inability of writing Body sentences • Inability to connect paragraph 	<ul style="list-style-type: none"> • Unfamiliar of Conjunction • Inability of using conjunction 	<ul style="list-style-type: none"> • Unfamiliar of Coherent paragraph • Inability of writing paragraph
6	<ul style="list-style-type: none"> • Inability of writing Topic sentences and body sentences • Inability to connect paragraph 	<ul style="list-style-type: none"> • Inability of using Conjunctions • Inability of using conjunction 	<ul style="list-style-type: none"> • Unfamiliar of Cohesive paragraph • Inability of writing sentences
7	<ul style="list-style-type: none"> • Inability of writing Body sentences • Inability to connect paragraph 	<ul style="list-style-type: none"> • Conjunctions difficulty • Conjunction difficulty 	<ul style="list-style-type: none"> • Unfamiliar of Coherent and Cohesive paragraph • Inability of writing paragraph
8	<ul style="list-style-type: none"> • Inability of writing Body sentences • Inability to connect paragraph 	<ul style="list-style-type: none"> • Inability of using Conjunctions • Inability to using conjunction 	<ul style="list-style-type: none"> • Inability of writing Coherent and Cohesive paragraph • Inability of writing paragraph
9	<ul style="list-style-type: none"> • Inability of writing Body sentences • Inability to connect paragraph 	<ul style="list-style-type: none"> • Inability of using Conjunctions • Inability of using conjunction 	<ul style="list-style-type: none"> • Inability of writing Coherent paragraph • Inability of writing paragraph
10	<ul style="list-style-type: none"> • Inability of writing Body sentences and conclude sentences • Inability to connect paragraph 	<ul style="list-style-type: none"> • Unfamiliar of Conjunctions • Inability of using conjunction 	<ul style="list-style-type: none"> • Inability of writing Coherent and Cohesive paragraph • Inability of writing paragraph
11	<ul style="list-style-type: none"> • Inability of writing body sentences 	<ul style="list-style-type: none"> • Unfamiliar of Conjunction 	<ul style="list-style-type: none"> • Inability of writing Coherent paragraph

	<ul style="list-style-type: none"> • Inability to connect paragraph 	<ul style="list-style-type: none"> • Inability of using conjunction 	<ul style="list-style-type: none"> • Inability of writing paragraph
12	<ul style="list-style-type: none"> • Inability of writing Body sentences • Inability to write paragraph 	<ul style="list-style-type: none"> • Unfamiliar of Counjunction • Inability of using conjunction 	<ul style="list-style-type: none"> • Inability of writing Coherent and Cohesive paragraph • Inability of writing paragraph

Appendix 10 Documentation of Interview

